Oregon Health & Science University
School of Nursing
3455 S.W. Veterans Hospital Road
Portland, OR 97239-2941
503 494-8100
www.ohsu.edu/son

OHSU includes the School of Dentistry, School of Medicine, School of Nursing, and School of Science & Engineering; OHSU Hospital; Doernbecher Children's Hospital; numerous primary care and specialty clinics, multiple research institutes; and several outreach and community service units.

Oregon Health & Science University is firmly committed to a policy of affirmative action and equal opportunity. This encompasses all employment, education and patient service activities connected with OHSU. No patient, employee, student, trainee, beneficiary or potential beneficiary of the hospital and clinics, or the university shall be unlawfully discriminated against on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, marital status, disability, veteran status or any other applicable basis in law. Direct inquiries to the Affirmative Action/Equal Opportunity Department, 503 494-5148; or to the Patient Advocate Office, 503 494-4958. Mailing address: 3181 S.W. Sam Jackson Park Road, Portland, OR 97201-3098.

Accreditation
The Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and has had its accreditation reaffirmed until 2015. For more information, contact: NWCCU, 8060 165th Ave NE Suite 100, Redmond, WA 98052, 425 558-4224 or visit www.nwccu.org.

The School of Nursing bachelor and master programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through 2013 and approved by the Oregon State Board of Nursing (OSBN). For more information, contact: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202 463-6930, or visit www.aacn.nche.edu.

The Nurse-Midwifery Program is accredited through 2011 by the Accreditation Council for Midwifery Education (ACME) (formerly known as the ACNM Division of Accreditation (DOA)), American College of Nurse-Midwives (ACNM), 818 Connecticut Avenue NW, Suite 900, Washington DC, 20006, 301 459-1321, or visit www.acnm.org.

The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, Illinois, 60068-4001, 847 692-7050 or visit www.aana.com

The Oregon Master of Public Health (OMPH) Program is accredited by the Council on Education for Public Health (CEPH) through 2013. CEPH, 800 Eye Street, NW, Suite 202, Washington, DC 20001-3710 Phone: 202 789-1050 or visit www.ceph.org.

The on-campus doctoral programs are authorized to be offered by the Oregon University System (OUS) Chancellor's Office, PO Box 751, Portland, OR, 97207-0751, 503 725-5700, or visit www.ous.edu.

The regional PhD program in nursing is authorized to grant the Doctor of Philosophy in Nursing in several Western states (i.e., Alaska, Idaho, Montana, Utah, and Washington). The regional PhD program offered in Tacoma, Washington, requires us to provide students with the following statement:

Oregon Health & Science University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This current authorization is valid until July 11, 2009, and authorizes Oregon Health & Science University to offer the following degree: Doctor of Philosophy in Nursing. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution, may contact the HECB office at PO Box 43430, Olympia, WA 98504-3430.

Liability and Insurance
All students, faculty and staff of the OHSU School of Nursing are covered by the Oregon Tort Claims Act, ORS 30.260 to 30.300, and are subject to the limits of the act when performing duties within the scope of their assignment by the university on an OHSU facility.

Disclaimer
The information in this publication is as accurate as was possible to obtain at the time of publication. The provisions are subject to change without notice and do not constitute a contract with Oregon Health & Science University. The university is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of the publication. OHSU and the School of Nursing reserves the right to change or withdraw courses; to change the fees, rules, and calendar for admission, registration, instruction, and graduation; and to change other regulations affecting the student body at any time. Any errors should be reported the OHSU School of Nursing Office of Academic Affairs 503 494-6567.

Tobacco Free Environment
In order to create an atmosphere that is consistent with OHSU's mission and commitment to improve the health of all Oregonians and to promote wellness and a healthier environment, OHSU prohibits the use of tobacco products in or on its premises. Students are urged to participate in tobacco cessation programs. Information about those resources and other information and support for stopping the use of tobacco is available on the OHSU Wellness Web site www.ohsu.edu/tobaccofreesupport or by calling 503 494-9355.
# TABLE OF CONTENTS

## ABOUT OHSU
- Welcome to the University ................................................................. 4
- OHSU Mission Statement .................................................................. 5
- OHSU & Educational Partnerships .................................................... 5
- OHSU Funding .................................................................................. 5
- Health and Hospital Facilities ............................................................ 5
- Interdisciplinary Centers .................................................................. 6
- Research Centers & Institutes ........................................................... 6
- Healing, Teaching, & Discovery .......................................................... 7
- School of Nursing .............................................................................. 10
  - Message from the School of Nursing Dean ........................................ 10
  - Our Deans ....................................................................................... 10
  - Administration ............................................................................. 11
  - Vision, Mission, and Values ............................................................. 11
  - Tradition: The History of the School ............................................. 12
  - The School's Four Campuses ......................................................... 13

## FINANCES
- 2007-2008 Tuition and Fees ............................................................... 15
- Financial Assistance & Scholarships ................................................... 16
- School of Nursing Scholarships ......................................................... 16

## OREGON STATE BOARD OF NURSING

## ADEMISSIONS
- Programs At-A-Glance .................................................................... 19
- Admission Policies & Procedures ....................................................... 20
- Degree-Specific Required Application Materials .................................. 20
  - Bachelor Degree ........................................................................... 20
  - Master's, Postmaster's Certificate, and Doctorate Degree .................. 21
  - Doctor of Nursing Practice Required Supplemental Application Items .... 21
- Admission Deferral .......................................................................... 21
- Transfer Applicants to the Bachelor of Science with a Major in Nursing Program ................................................................. 22
- International Applicants ................................................................... 22
- Prerequisites: Undergraduate Admission Requirements ....................... 23
- Prerequisites: Graduate Admission Requirements .................................. 25
- Incoming Compliance Requirements (School of Nursing Policy 20-01.15) .......................................................... 26
- Immunization, OHSU Student Health Fee, & OHSU Student Health Insurance Requirements ......................................................... 27
STUDENT RIGHTS, RESPONSIBILITIES & CODES

National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities ................................................................. 86
American Nurses Association Code for Nurses ........................................................................................................................................ 87
OHSU School of Nursing Dress Code & Body Piercing ........................................................................................................................ 87
Student Code of Conduct & Responsibility ......................................................................................................................................... 87
Body Fluid Splashes and Accidents/Incidents during Clinical Placement or Practicum ........................................................................... 90
Syllabi .................................................................................................................................................................................................. 90

ACTIVITIES, ORGANIZATIONS & SERVICES

Activities ............................................................................................................................................................................................. 91
   OHSU ............................................................................................................................................................................................. 91
   School of Nursing ................................................................................................................................................................. 91
Organizations ..................................................................................................................................................................................... 92
   National Student Nurses Association ........................................................................................................................................ 92
   OHSU Global Health Alliance .................................................................................................................................................. 92
   OHSU Student Council ............................................................................................................................................................ 92
   OHSU School of Nursing Student Senate ............................................................................................................................... 92
   OHSU School of Nursing Graduate Nursing Senate .............................................................................................................. 92
   OHSU School of Nursing Alumni Association ........................................................................................................................ 93
   Oregon Student Nurses Association ........................................................................................................................................ 93
   Sigma Theta Tau ....................................................................................................................................................................... 93
Services .......................................................................................................................................................................................... 94
   OHSU Affirmative Action/Equal Opportunity ......................................................................................................................... 94
   Health Services ......................................................................................................................................................................... 94
   Library ...................................................................................................................................................................................... 94
   March Wellness ......................................................................................................................................................................... 94
   OHSU Bookstore ....................................................................................................................................................................... 94
   OHSU Office for Student Access ......................................................................................................................................... 95
   OHSU Center for Diversity and Multicultural Affairs ................................................................................................................ 95
   OHSU Student/University Center .......................................................................................................................................... 95

FACULTY

CAMPUS MAPS & ACADEMIC CALENDARS

Ashland Campus (Southern Oregon University) ..................................................................................................................................... 104
Klamath Falls Campus (Oregon Institute of Technology)..................................................................................................................... 105
La Grande Campus (Eastern Oregon University) .................................................................................................................................. 106
Portland Campus (OHSU Campus) ....................................................................................................................................................... 107
Undergraduate Academic Calendar ..................................................................................................................................................... 108
Graduate Academic Calendar ............................................................................................................................................................ 109

NOTES

CONTACT INFORMATION
Welcome to the University

Welcome to Oregon Health & Science University, one of the most vibrant academic health centers in the United States. Our programs are highly regarded nationally, and our facilities have been expanded and modernized in ways that allow our people – teachers, students, research scientists and health care professionals – to come together and collaborate. After all, it’s the people that make OHSU great.

Your teachers will be among the best in their fields. Nurse faculty conduct research on many fronts, including: care giving to dependent family members, preventing low birth weight babies for high-risk pregnant women and understanding the experience of living with Parkinson’s disease, from the perspective of a spouse. Nurse researchers are asking questions today that will bring new knowledge and new techniques to the bedside tomorrow.

In addition, new information technologies and new institutes improve our ability to serve the people in rural and remote areas of the state. These innovative programs, institutes and centers include: the Center for Healthy Aging, the Center for Research of Symptom Management in Life-threatening Illness, the Biomedical Information and Communication Center, the Casey Eye Institute, the Oregon Rural Practice Network and the Center for Research on Occupational and Environmental Toxicology. You may have the opportunity to be a part of new training programs in outpatient programs and community hospitals in Oregon’s underserved communities.

This is an exciting time for both OHSU and the field of nursing. With the aging population, demand for nurses has never been higher. You have the opportunity to make a rewarding life for yourself and to give back to the community in the process.

Once again, welcome to OHSU.

Joseph Robertson, Jr., M.D., M.B.A., President, Oregon Health & Science University
OHSU Mission Statement

OHSU’s fundamental purpose is to improve the well-being of people in Oregon and beyond. As part of its multifaceted public mission, OHSU strives for excellence in education, research, clinical practice, scholarship and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative and cooperation among students, faculty and staff.

Setting the example for integrity, compassion and leadership, OHSU strives to:

• Educate tomorrow’s health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution;
• Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences and translate these discoveries, wherever possible, into applications in the health and commercial sectors;
• Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies; and
• Lead and advocate for programs that improve health for all Oregonians, and extend OHSU’s education, research and health care missions through community service, partnerships and outreach.

OHSU & Educational Partnerships

OHSU is the state’s only health and research university that grants doctoral degrees in medicine, dentistry and nursing. It provides an uncommon array of services and care not available through any other resource in the state. OHSU also is Oregon’s only academic health center, which means it has the multifaceted, interwoven responsibility of providing healing, teaching, research, and community service. It is one of only approximately 100 such institutions in the nation. OHSU is the only academic health center in the nation with a school of science and engineering focused exclusively on human and environmental health.

In each of its fundamental roles — educating tomorrow’s health and science workforce; caring for patients; conducting research and seeking new therapies; and providing services to people throughout the state — OHSU strives to improve the well-being of every Oregonian.

OHSU includes two hospitals, multiple clinical care practices, dozens of institutes and centers, more than 200 community service programs, the School of Dentistry, School of Medicine, School of Nursing, School of Science & Engineering, and the College of Pharmacy, a joint collaboration with Oregon State University. In addition, OHSU has forged partnerships to train more physicians with the University of Oregon and Oregon State University; is a member of the Oregon Consortium for Nursing Education (OCNE), designed to provide bachelor level nursing education to students in their home communities; and we offer allied health programs in collaboration with Oregon Institute of Technology.

OHSU Funding

The vast majority of OHSU’s funding comes from its own activities. While OHSU relies heavily on state support to help fund its educational and community service missions, the university must also compete for patient care revenues, grants, contracts and private contributions to cover the remaining 97 percent of its expenses.

OHSU puts money from bond financing, research grants and private philanthropy to work for Oregon, all while stimulating the state’s economy. Most of the money received by OHSU’s hospitals and clinics pays for medical equipment, supplies and salaries for those who provide care. A portion of those funds supports education for tomorrow’s healthcare practitioners, and helps to provide healthcare services for people who are not able to afford it.

Health and Hospital Facilities

Casey Eye Institute
Center for Health and Healing
Child Development and Rehabilitation Center
Doernbecher Children’s Hospital
March Wellness
OHSU Dental Clinics
OHSU Medical Clinics
OHSU Nursing Clinics
OHSU Hospital
Peter O. Kohler Pavilion

**Interdisciplinary Centers**

Area Health Education Centers
Center for Coastal and Land-Margin Research
Center for Ethics in Health Care
Center for Healthy Aging
Center for Rural Health
Center for Spoken Language Understanding
Center for Women's Health
Dotter Interventional Institute
Evidence-based Practice Center
Heart Research Center
OHSU Cancer Institute
Oregon Health Policy Institute
Oregon Institute on Disability and Development (CDRC)

**Research Centers & Institutes**

Discovery takes place across the university in clinical, academic, and research settings.

**Vice President for Research**

Advanced Imaging Research Center
Center for Biostatistics, Computing & Informatics in Biology & Medicine
Center for Ethics in Health Care
Center for Research on Occupational and Environmental Toxicology
Center for the Study of Weight Regulation and Associated Disorders
Neurological Sciences Institute
Oregon Clinical and Translational Research Institute
Oregon National Primate Research Center
Oregon Stem Cell Center
Vaccine and Gene Therapy Institute
Vollum Institute for Advanced Biomedical Research

**School of Dentistry**

Dental Clinical Research Center

**School of Medicine**

Center for Evidence-Based Policy
Center for Policy & Research in Emergency Medicine
Center for Women's Health
Children's Psychiatric Day Treatment Center
Digestive Health Center
Dotter Interventional Institute
General Clinical Research Center
Heart Research Center
Layton Aging & Alzheimer's Disease Center
Methamphetamine Abuse Research Center
Multiple Sclerosis Center of Oregon
OHSU Cancer Institute
OHSU Epilepsy Center
One Sky Center
Oregon Center for Complementary & Alternative Medicine in Neurological Disorders
Oregon Evidence-based Practice Center
Oregon Health Policy Institute (Dept. of Public Health & Preventive Medicine)
Oregon Hearing Research Center
Oregon Stroke Center
Parkinson Center of Oregon
Portland Alcohol Research Center

School of Nursing
Center for Healthy Aging
Center of Geriatric Nursing Excellence
Center for Research on Symptom Management in Life-Threatening Illness
Center for Health Disparities Research
John A. Hartford Foundation Center for Geriatric Nursing Excellence

OGI School of Science & Engineering
Center for Coastal and Land-margin Research
Center for Human Computer Communication
Center for Groundwater Research
Center for Spoken Language Understanding
Center for Professional Development

Healing, Teaching, & Discovery

Healing

Sharing a common goal - to improve human health and well-being

OHSU is unmatched in Oregon. As the state's only academic health and research university, it blends education, research and patient care with community service. While each component has individual goals and missions, all of them are bound together by a common vision - to improve human health and the well-being of our community. This synergism forms the foundation for the university's patient care services.

In addition to providing high-quality health care to more than 190,000 patients each year, OHSU's hospitals and clinics are the state's main resource for the clinical training of tomorrow's health professionals. OHSU also is nationally recognized for its clinical researchers who study disease processes and barriers to improve health, and who take the latest knowledge from the laboratory to the bedside and exam room.

The interdisciplinary network of expertise found at OHSU results in a level of care unmatched nearly anywhere else for comprehensive and advanced knowledge. It is the ability to apply the knowledge gained in the laboratory and the classroom, to direct the inquisitive minds of tomorrow's clinicians and researchers, and to make use of university-scale health care resources that makes it possible for OHSU to provide the highest quality patient care.

Patient Demographics & Satisfaction

People from every county in the state rely on the university's two hospitals, and dozens of clinics, which include several community primary care practices and numerous outreach clinics throughout Oregon. OHSU has cared for uninsured and otherwise medically needy people for more than a century. OHSU also cares for a disproportionate share of people with Medicaid or Oregon Health Plan coverage that pays providers less than the cost of healthcare.

For eight years in a row the National Research Corporation has awarded OHSU Hospital the Consumer Choice Award for the Portland metropolitan survey area. The award measures consumer awareness and preference.

Teaching

Educating the next generation of health and science professionals

OHSU's schools educate the next generation of health professionals and scientists around the state. In 2006 OHSU taught more than 2,400 students; 1,000 interns, residents, postdoctoral fellows and clinical trainees; and approximately 23,000 continuing education participants. The common theme of the university's educational programs is to be responsive.
OHSU’s social contract to meet the needs of Oregon citizens affects the university’s educational mission in two ways. First, it means that an OHSU education attempts to instill a sense of altruism and to create clinicians who will care for the needy and vulnerable, as well as for those of greater means. Second, OHSU is vitally concerned with training professionals whose abilities correspond to the needs of the state, and who will choose to work where they are needed.

The university delivers on this commitment by assessing health care needs in every region of the state, and then developing curricula and policies that meet those needs by improving the distribution of health care professionals throughout the state. While OHSU’s primary education units are the Schools of Dentistry, School of Medicine, School of Nursing, and the School of Science & Engineering, its training extends beyond Portland to every corner of the state. Classrooms take many forms - the traditional schoolroom, a patient’s bedside, a primary care clinic, a practitioner’s office in rural Oregon or in the inner city, a stretch of Oregon coast, a biomedical research laboratory, a community college classroom via the Internet, a shelter for the poor, or a home for the elderly.

The university’s patient care services provide a rich environment for clinical experiences for students, residents and fellows. Students who will become the physicians and nurses of tomorrow work side-by-side with experienced clinicians. Future biomedical researchers expand their classroom knowledge working with scientists throughout the campus. Regardless of the setting, OHSU challenges its students to strive for excellence as well as compassion and to stretch beyond the limits of current knowledge.

Performance Measures

The School of Nursing master’s degree programs are ranked in the top 2 percent for excellence and quality among more than 350 such programs in the nation as reported. The 2008 edition of the US News & World Reports ranking of America’s Best Graduate Schools ranked OHSU School of Nursing 7th in the country. Several of our specialty areas were also ranked with Nurse-Midwifery being ranked 1st in the nation. Additionally, our gerontology related programs were ranked 5th and our Family Nurse Practitioner program ranked 11th in the country.

For the past 10 years School of Dentistry graduates have had a 98 percent first-time pass rate on the Western Regional Examining Board exam. The average passing rate is 87 percent.

The School of Medicine is ranked second in the nation among American medical schools for its primary care education program, as reported in U.S. News & World Report.

OHSU OGI School of Science & Engineering formally launched Oregon’s only graduate degree programs in biomedical engineering in September 2003. The mean GPA of entering students is 3.7.

Discovery

The value of research

A strong and thriving research program can be measured by a faculty’s ability to acquire competitive grants from such federal agencies as the National Science Foundation and the National Institutes of Health. At OHSU, grant dollars have increased nearly seven-fold since 1990 and more than tripled in the past decade. Awards topped $294 million during fiscal year 2006. That money supports 3,550 projects, which include both basic and applied science. Approximately 94 percent of OHSU’s award dollars come from out-of-state sources. In fiscal 2006, that amount topped nearly $278 million, $246 million of which came from federal agencies such as the National Institutes of Health and the National Science Foundation.

Scholars in health sciences, engineering, information technology and the environment are contributing new knowledge on everything from the genetics of health and illness to ethical questions raised by modern technology. OHSU research groups now maintain multimillion-dollar, multi-year training and research grants in many diverse areas. Among these projects are both basic and clinical protocols that address a wide array of human health issues. OHSU’s research creates new knowledge about prevention, detection and treatment of disease. It has the potential to unlock the mysteries of health and illnesses, and to spark new therapies to treat and prevent disease and disability. It adds to the understanding of both positive and negative effects of treatments and interventions. It teaches the appropriate use of technology. It allows researchers and faculty to offer innovative thinking at the bedside and in the classroom. It helps save lives.

Visitors to the labs can sense the excitement that underlies the discovery process. Many OHSU scientists also are clinicians and educators who can carry that enthusiasm and knowledge into the clinic and classroom. This fusion of research with clinical care and training benefits patients and raises standards of care throughout the state.
A Record of Community Service

As Oregon’s health and research university, OHSU fulfills a vital role in the evolving statewide effort to build partnerships that enhance community-based care, serve Oregon’s most vulnerable citizens and provide access to healthcare education. Each of the university’s more than 200 community service programs is unique, but they share a common goal — to improve the well-being of the people of Oregon. New programs are also improving rural access to groundbreaking health research. OHSU’s many service programs work to improve:

- Geographic distribution of health providers;
- Equitable allocation of resources to provide healthcare to the underserved and vulnerable in Oregon;
- Access to education and information regardless of where someone lives;
- Promotion of health and science education to young people;
- Career advancement and peer-to-peer expertise sharing through continuing education programs; and
- Access to healthcare by providing comprehensive interpreter services in languages as diverse as Arabic, Chinese, Russian, Spanish and sign language.

Examples of OHSU’s outreach and public service activities include:

- Oregon Poison Center receives more than 69,000 calls annually, including calls from every county in the state.
- Physician Consult Service offers a peer-to-peer clinical consult and tertiary referral program providing 24-hour toll-free telephone access for more than 7,000 practitioners throughout Oregon each year.
- Statewide Area Health Education Centers (AHEC) program is a partnership between OHSU and Oregon communities that serves residents statewide. AHEC strives to improve the education, training and distribution of health care professionals throughout Oregon.
- OHSU’s Office of Rural Health works directly with Oregon’s rural communities to strengthen their health care systems. The office also has been designated by the federal government to carry out a program designed to help assure the financial viability of small, rural hospitals.
- OHSU’s Child Development and Rehabilitation Center is a statewide resource for Oregonians with disabilities and special health needs and their families. Through its many outreach programs and emphasis on interdisciplinary care, CDRC serves all 36 Oregon counties.
- Doernbecher Children’s Hospital provides numerous pediatric subspecialty traveling clinics throughout the state. These clinics provide university-quality medical care without requiring patients to leave their own communities.
School of Nursing

Message from the School of Nursing Dean

Dear Students and Friends:

Thank you for your interest in Oregon Health & Science University School of Nursing. There are many challenges facing nursing and the health care systems today. There has never been a time of greater need for scientific nursing care and astute leadership. The School of Nursing has a proud tradition of excellence that will serve you well in your professional life.

The programs of the School of Nursing are responsive to the changing needs of the health care systems. They will provide you with the foundations of knowledge, skill, judgment and decision-making capacity that will prepare you for a dynamic work environment.

The faculty recognizes the interrelatedness of science, art and human interaction in the process of care, and has incorporated these aspects into our curricula. We are committed to your holistic professional development.

I invite you to read our catalog to find the program that meets your needs and apply for admission. I urge you to contact us if you have any questions.

Saundra Theis, PhD, RN
Interim Dean, School of Nursing

Our Deans

1920-1932 Elnora Thompson, Director
Nursing Education
University of Oregon School of Social Work

1932-1944 Elnora Thompson, Director
Department of Nursing
University of Oregon Medical School

1944-1958 Henrietta Doltz, Director
Department of Nursing
University of Oregon Medical School

1958-1960 Jean Boyle, Director
Department of Nursing
University of Oregon

1960-1975 Jean Boyle, Dean
School of Nursing
University of Oregon Health Sciences Center

1976-1995 Carol Lindeman, Dean
School of Nursing
Oregon Health Sciences University

1995-1996 Sheila Kodadek, Interim Dean
School of Nursing
Oregon Health Sciences University

1996-2006 Kathleen Potempa, Dean
School of Nursing
Oregon Health & Science University

2006- Saundra Theis, Interim Dean
School of Nursing
Oregon Health & Science University
Administration

Saundra L. Theis, PhD, RN, Interim Dean & Professor, PhD, Education, Northwestern University, 1988; MS, Nursing, University of Colorado, 1963; BS, Nursing, Ohio State University, 1961

Jennifer Anderson, MPA., MS, BA, Director of Admissions, Recruitment and Progression; MS, MPA, Eastern Washington University, 2000; BA, Eastern Washington University, 1997.

Judith Gedney Baggs, PhD, RN, FAAN, Professor and Senior Associate Dean for Academic and Student Affairs; PhD, Nursing, University of Rochester School of Nursing, NY, 1990; MS, Nursing, University of Rochester School of Nursing, 1984; BS Nursing, Alfred University, 1981; BA, English Literature, Reed College, 1964.

Claudia Burnett, MBA, Assistant Dean; MBA, Administration, Cornell University; BA, Economics and Latin American Studies, Smith College.

William L. Gaynor, MPA, Associate Dean for Administration; MPA., Public Administration, Portland State University, 1980; BA, Anthropology, University of Oregon, 1969.

Jan Heineken PhD, RN, Professor and Associate Dean Southern Region Campuses; PhD, University of Denver, 1980; MS, Washington University, 1969; BSN, San Diego State University, 1967.

Gail Houck, PhD, RN, Professor and Director of Academic Graduate and Interdisciplinary Programs; PhD, Nursing Science, University of Washington, 1987; MN, Nursing, Oregon Health & Science University, 1977; BS, Nursing, University of Washington, 1974

Carol Howe, DNSc, CNM, FACNM, Professor and Interim Director of Advanced Practice Nursing; DNSc, Nursing, University of California-San Francisco, 1980; MS, Nursing, Yale University, 1974; BS, Nursing, Texas Woman’s University, 1971

Jenny James, MS, RN, CNAA; Associate Dean and Chief Nursing Officer for OHSU Health System; MS, Health Care Management, Southwest Texas State University, 1976; BSN, Nursing, University of Alabama, 1969

Carol A. Ledbetter, PhD, APRN, BC, FAAN; Professor and Associate Dean La Grande Campus; PhD, Adult and Higher Education, Curriculum and Instruction &Instructional Technology, University of Texas at Austin, 1985; MSN, Nursing, University of Texas Health Science Center, 1979; BSN, Nursing, Sonoma State University, 1977

Kathleen A. Knafl, PhD, FAAN, Professor and Senior Associate Dean for Research and Faculty Affairs; PhD, Sociology, University of Illinois, Chicago, 1977; MA, Sociology, Northern Illinois University, 1971

Sheila Kodadek, PhD, RN, Professor and Director of Undergraduate Programs; PhD, Nursing Sciences, University of Illinois, Chicago, 1985; MS, Nursing, University of Colorado, Boulder, 1972; BS, Nursing, College of Saint Teresa, 1969

Hope Red, BA, Director of Communications; BA, Liberal Studies, Biola University, 1996

Heidi Shuler, Director of Development; BA, English, California State University-Chico, 1984

About the School of Nursing

Vision, Mission, and Values

The Oregon Health & Science University School of Nursing is a statewide system of higher education whose faculty, staff, and students extend to four campuses with major educational access sites throughout Oregon.

Vision: We envision health care that is expert, compassionate and just.

Mission: Our mission is leadership in nursing and health care through thoughtful innovation in healing, teaching and discovery.

Values: We value integrity, respect, social justice, diversity, collaboration and the science, art, and heart of health care.

The school’s faculty includes nationally and internationally renowned scholars, educators, and clinicians dedicated to excellence in the pursuit of knowledge and discovery, the holistic and compassionate care of individuals and communities, and the professional development of each member of the school within a nurturing environment. Baccalaureate and master’s degree programs focus on the development of critical thinking and judgment, understanding of health systems and economics, interdisciplinary care, public health and communications in a variety of health care settings. Master’s degree programs also prepare students for advanced practice or as public health professionals.
ABOUT OHSU

Doctoral and postdoctoral programs prepare graduates for scholarly inquiry, independent research, and leadership in the health care arena. The members of the school value an educational community that fosters excellence, creativity, self-reflection, accountability, respect for diversity, and lifelong learning.

The four campuses of OHSU School of Nursing (Ashland, Klamath Falls, La Grande, and Portland) are internationally recognized for excellence in research. School of Nursing faculty members believe that nursing science is not an end in itself, but rather a systematic process used to enhance nursing practice and improve the health care of the individuals, families and communities. The school consistently ranks among the top nursing schools funded by the National Institutes of Health. The combined efforts at the four campuses contribute to education, practice, research and technology that enable students and faculty to provide advanced education and health care services throughout Oregon.

Tradition: The History of the School

The origins of the OHSU School of Nursing can be traced to the summer of 1919 when the University of Oregon introduced the state’s first professional courses in nursing. The courses were offered in Portland in cooperation with the Northwest Division of the American Red Cross Home Service Department, the Portland Visiting Nurse Association, the Welfare Bureau, and the Oregon Tuberculosis Association. During this time, the Portland School of Social Work offered a standard course of study in public health nursing.

In 1926, the University of Oregon, recognizing the need for baccalaureate prepared nurses, introduced a five-year curriculum culminating in the Bachelor of Science degree with a major in Nursing. Additionally, between 1928 and 1939, a certificate program was offered for qualified students in accredited hospital schools permitting them to receive university offerings facilitating their career mobility.

As a part of the 1932 reorganization of the Oregon State System of Higher Education, the Portland School of Social Work was integrated into the University of Oregon Medical School in Portland and a Department of Nursing Education was established. The University of Oregon Medical School, Department of Nursing Education offered courses using its own facilities and clinical resources at accredited community hospitals and agencies. Additionally, a 2-year pre-nursing curriculum was established at University of Oregon and Oregon State University.

During World War II, the baccalaureate degree program was accelerated into a 4-year program, and public health nursing was incorporated into the program in 1956 under the guidance of Elnora Thomson, a leader in the field. In 1947, a $60,000 grant from the W.K. Kellogg Foundation made possible a teaching and supervision program for baccalaureate prepared registered nurses which in 1955 became the Master of Science degree in nursing education.

The Oregon State Board of Higher Education, in 1960, recognized the changing nature of nursing and expanded the Department of Nursing Education to its current status as the School of Nursing. During the 1960s the school further developed its undergraduate and graduate program offerings. In 1961, funds from the U.S. Public Health Service supported a comprehensive study of mental health concepts in the baccalaureate program. The Nurse Training Act made possible additional areas of graduate study and increased undergraduate enrollment of registered nurses. The baccalaureate degree was further strengthened in 1972 by funding that developed a learning resources center. Other study and development grants assisted growth in various school programs, especially continuing education. The school began offering a Master of Nursing degree in 1971.

In November 1974, the University of Oregon School of Nursing, Dental School, and Medical School united as a single institution, the University of Oregon Health Sciences Center. While the independence from the University of Oregon was granted at that time, the name failed to reflect its independence. It was not until 1981 that the state Legislature changed the name to the Oregon Health Sciences University. Another name change occurred in 2001 when Oregon Health Sciences University merged with the Oregon Graduate Institute School of Science and Engineering (OGI) and officially became Oregon Health & Science University.

In 1979, the undergraduate degree programs were expanded to La Grande, Oregon in order to provide the Eastern region of the state with baccalaureate prepared nurses. Eastern Oregon University continues to be one of the regional campuses for OHSU School of Nursing.

The OHSU School of Nursing continued to evolve in the 1980s as the school reorganized its programs to reflect nursing’s focus on health and interaction with specific populations. The departments included Adult Health and Illness, Community Health Care Systems, Family Nursing, and Mental Health Nursing. In June 1983, the school gained approval from the Oregon State Board of Higher Education to begin a new graduate curriculum. This new program was designed so that the master’s curriculum was the first component of a curriculum leading to the doctor of philosophy degree in nursing. Admissions to the PhD program began in fall 1985.

The 1990s offered many opportunities for innovation and change. To assist with the education of independent practitioners in several specialties including mental health, community health, adult care, pediatrics, gerontological...
nursing, women’s health care, nurse-midwifery and family nursing, postmaster’s certificate options were developed which allow students with a master’s degree in nursing to gain theory, knowledge and clinical experience necessary to apply for nurse practitioner licensure.

In 1992, the Oregon State System of Higher Education Chancellor mandated a consolidation of state supported nursing education programs. This consolidation led to the addition of nursing programs from Oregon Institute of Technology and Southern Oregon University to the Eastern Oregon University and OHSU-Portland programs. That same year, the School of Nursing on the Portland campus proudly took up residence in a new building, which is a center for teaching, learning, research, and conferences. The school’s statewide outreach, community service, partnership, and excellence are coordinated from this environment. At present the OHSU School of Nursing has programs located at four campuses across the state—Ashland, Klamath Falls, La Grande, and Portland.

During this same time, a unique collaborative statewide degree was being developed. The Oregon Master of Public Health Program (MPH) was developed and offered through Oregon Health and Science University, Oregon State University, and Portland State University. This unique program allows students to interact with nationally and internationally recognized faculty from three dynamic universities and combines broad training in public health with specific training in one of the specialty tracks offered at the participating universities. The OHSU School of Nursing began offering the online Primary Health Care & Health Disparities track of the MPH in fall 2005.

In 1999, nursing leaders in Oregon began to see evidence of a growing shortage of professional nurses, and the Oregon Nursing Leadership Council (ONLC) began a strategic plan to address this major workforce issue. The strategic plan had two goals specifically related to nursing education: to double enrollment in Oregon nursing programs; and redesign nursing education to meet the emerging health care needs of Oregonians more directly. The ONLC agreed the best way to meet these two goals was through the development of a competency-based nursing education system; hence, the Oregon Consortium for Nursing Education (OCNE) was established as a partnership among community colleges, and public and private university schools of nursing, including OHSU. The key features of OCNE include: A shared, competency-based integrated curriculum culminating in a bachelor’s degree; improved access to bachelor degree education; redesigned clinical experiences and inter-institutional collaboration; shared faculty expertise across OCNE campuses; and development and use of state-of-the-art clinical simulation to augment on-site clinical training, making use of shared instructional materials. OCNE admitted its first cohort of students in fall 2006.

In 2003 high-fidelity simulation was incorporated into the nursing curriculum with the opening of the OHSU Simulation and Clinical Learning Center on the Portland campus. The Ashland and Klamath Falls campuses opened simulation facilities in 2005 and the La Grande campus in 2006.

Nursing students on all of the OHSU campuses participate in clinical learning activities in numerous areas such as hospitals, clinics, and community settings. In addition to these traditional sites, students are able to participate in simulation, a learning activity which is incorporated into many nursing courses. In simulation, students participate in patient care utilizing a manikin called a human patient simulator. The simulator mimics a human patient in many ways, and allows the students an opportunity to practice in a safe environment. The development of teamwork, clinical judgment skills, and communication are some of the focus areas addressed in simulation.

In 2007 the OHSU School of Nursing Portland campus opened March Wellness at OHSU’s Center for Health & Healing at the bottom of Portland’s Tram, part of Portland’s new South Waterfront development. March Wellness is a medical wellness center that was conceived by health care researchers and practitioners in the OHSU School of Nursing who understand and value the development of health management programs. March Wellness offers a state-of-the-art wellness environment and an integrative approach to health and fitness.

The school began offering a Doctor of Nursing Practice (DNP) program with a postmaster’s option in 2007 and a post-baccalaureate option to begin in 2009. The DNP prepares clinical nurses for advanced practice and provides students with the opportunity to gain doctoral level education while maintaining a practice focus.

The 2008 edition of the US News & World Reports ranking of America’s Best Graduate Schools ranked OHSU School of Nursing 7th in the country. Several of our specialty areas were also ranked with Nurse-Midwifery being ranked 1st in the nation. Additionally, our gerontology related programs were ranked 5th and our Family Nurse Practitioner program ranked 11th in the country.

The School’s Four Campuses

The OHSU School of Nursing in Ashland is located on the Southern Oregon University (SOU) campus, a nationally renowned liberal arts and science college, located in the foothills of the Siskiyou Mountains. Ashland has a mild four-season climate and is surrounded by rivers, lakes, mountains and national forests. With a population of approximately 17,000, Ashland combines the relaxed and personal atmosphere of a small town with the cultural advantages of a larger city. Ashland is home of the award-winning Oregon Shakespeare Festival, art galleries, and a flourishing colony of
writers and artists. Nearby national forests provide year-round recreation including camping, rafting, fishing, hiking, and skiing.

The OHSU School of Nursing in Klamath Falls is located at the Oregon Institute of Technology (OIT), which offers state-of-the-art bachelor’s degree programs in the engineering, health, and business technologies. It is the only accredited public institute of technology in the Pacific Northwest. OIT’s curricula in all areas feature extensive use of laboratories and applied learning experiences, as well as opportunities to work with the latest computerized equipment. Klamath Falls has a high, dry climate with warm summers and mild winters and enjoys about 300 days of sunshine a year. Located in the foothills of the Cascades, Klamath Falls is an ideal study setting for those who enjoy outdoor recreation. Skiing, rafting, hiking, camping, caving, rock climbing, fishing, and hunting opportunities abound. An affordable cost of living adds to the appeal of the OHSU-Klamath Falls campus.

The OHSU School of Nursing in La Grande is located on the Eastern Oregon University (EOU) campus in La Grande, Oregon. Eastern Oregon University serves as a regional center for education, culture and scholarship. Close to 25,000 people call Union County home and approximately 12,500 people live in the city. The community is a jumping-off point for many outdoor activities, including skiing and hiking in the nearby Elkhorn Mountains, mountain biking along the Oregon Trail and fishing for trout and steelhead on the Wallowa River. The closest major cities are Portland, Oregon (260 miles), Boise, Idaho, (174 miles), and Spokane, Washington (255 miles). EOU plays a vital role providing greater access to higher education in rural areas of the state. The small size of the campus and supportive learning community enhance the quality instruction and personal attention students receive. A broad choice of liberal arts, sciences and professional programs are available, all taught by dedicated faculty. OHSU operates rural health programs throughout Union County, including two primary care clinics in Union and Elgin, Oregon, the Student Health Center at EOU, and school district healthcare services through the Health Network for Rural Schools program.

The OHSU School of Nursing in Portland is located on the 116 acre Marquam Hill campus of Oregon Health & Science University that overlooks downtown Portland. OHSU occupies 37 major buildings on the hill, and dozens of offices, clinics, education and research facilities throughout the state. The 300-acre West Campus in Hillsboro includes several research institutes and centers, and the OGI School of Science & Engineering. To meet the challenges of expanding, OHSU forged a partnership with the City of Portland and private developers to revive and improve a section of underused industrial land bordering the Willamette River. As a result, South Waterfront is rapidly growing into a new Portland hot spot. It is also the home of OHSU’s new Center for Health & Healing, the first building in the South Waterfront, and one of the most environmentally friendly buildings in the nation. Connecting OHSU’s main campus with this new expansion required a creative solution. Enter the Portland Aerial Tram, Portland’s newest public transportation link, connecting South Waterfront with Marquam Hill and OHSU’s campus. The City of Portland owns the tram and OHSU operates it under a unique partnership arrangement. It provides a fast, reliable transportation link that allows OHSU to focus its future expansion in the South Waterfront. Over the next two decades OHSU will further expand its campus on 20 acres of donated riverfront property nearby. Portland is Oregon’s largest city, with a population of 513,000, and is the core of the metropolitan area (1.9 million people). Portland is proud of its cultural attractions, restaurants, nightlife, and recreational opportunities. Nearby rivers and lakes invite swimming, boating and other water sports. Mountains and ocean beaches within an hour and a half drive attract campers, hikers, cyclists, skiers and climbers. The School of Nursing - Portland campus houses the school’s statewide administration and the Office of Research Development and Support (ORDS). ORDS provides infrastructure that streamlines research support, making grant applications more seamless and efficient. Services include support for pre-award grant applications to extramural funding agencies, post-award grants management, human subject compliance, methodological design, statistical analysis and peer review. Research facilities in Portland are comprehensive and include data processing, a behavioral observation room, an exercise testing laboratory, bone densitometry testing, an exercise room, and dedicated space for telephone and in-person interviews.
FINANCES

2007-2008 Tuition and Fees

Registrar and Financial Aid Office
3181 SW Sam Jackson Park Road L109
Mackenzie Hall, Room 1120
Portland, OR 97239
503 494-7800 or 800-775-5460 finaid@ohsu.edu or regohsu@ohsu.edu

All persons who attend classes at OHSU School of Nursing must register for those classes and pay the applicable tuition and fees within the established time frames. Students who elect to add or drop a course during the term must notify their advisor, program coordinator, and the OHSU Registrar. Such registration changes may be subject to a fee. The OHSU Refund Schedule is available at http://www.ohsu.edu/finaid.

The OHSU Board of Directors reserves the right to make changes in the course and fee schedules without notice. Tuition and fees assessed may vary across academic programs and campuses. For list of current tuition and fees visit the Registrar's Web site http://www.ohsu.edu/registrar.

The cost of textbooks, instructional materials, and uniforms will vary depending on the course requirements and campus. Students are responsible for their own transportation to, during, and from clinical experiences.

For purposes of admission and instruction fee assessment, an Oregon resident is one who: (1) has been living in Oregon for the preceding 12 months and is primarily engaged in activities other than those of being a college student; and (2) is financially independent or whose parent or legal custodian meets the Oregon residency requirements. All other students are required to pay the nonresident fee. The full residency policy can be located at http://www.ohsu.edu/registrar/residencypolicy06-04.pdf.

Applicants who reside in Oregon or undergraduate applicants who reside in one of the following states/counties may be eligible for in-state tuition and should read the residency policy for specific requirements. Determining eligibility for in-state tuition based upon residing in the following counties is subject to the same criteria used for determining Oregon residency. You may contact the registrar's office with questions at 503 494-7800.

- California State Counties: Del Norte, Siskiyou, and Modoc.
- Nevada State Counties: Washoe and Humboldt.

Estimated Student Fees

<table>
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<td>Non-refundable application fee</td>
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<tr>
<td>Enrollment deposit</td>
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<tr>
<td>OHSU Transcript fee</td>
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Financial Assistance & Scholarships

Oregon Health & Science University has available a limited number of grants, loans, scholarships, and employment-related tuition discounts for the purpose of aiding eligible undergraduate and graduate students who need assistance with financing their education. Applicants must apply and be admitted to the OHSU School of Nursing to be eligible to receive financial aid or scholarship awards as a nursing student.

OHSU Financial Aid Office makes all financial aid awards for all OHSU students in all programs and at all campuses and educational sites. Financial Aid awards are mailed to the Cashiers Office at Ashland, Klamath Falls, and La Grande, are mailed directly to distance education students, or can be picked up at the OHSU Cashiers Office for Portland students. Legally, financial aid cannot be released until the first day of class. Students should coordinate all their requests for financial aid through the OHSU Financial Aid Office even if they are enrolling in courses at other educational institutions.

To apply for federal and/or state grants and loans, prospective and returning students should complete the Free Application for Federal Student Aid (FAFSA) available online at http://www.fafsa.ed.gov between January 1st and March 1st of each year. The FAFSA form may be completed after March 1st; however, many aid programs are limited and require early application. Students desiring scholarships should also complete a scholarship application, which is available on the School of Nursing Web site.

State of Oregon Financial Assistance Programs can be located at the Oregon Student Assistance Commission on the Web at http://www.osac.state.or.us. Federal programs available to students include: Federal Work-Study, Pell Grants, Supplementary Educational Opportunity Grant, Direct Stafford Loans/Plus Loans, Perkins Loans, and Federal Nurse Traineeships. Each of these loan programs has unique guidelines and restrictions; contact the OHSU Financial Aid office for assistance. If you qualify for veterans benefits, Contact the Registrar and Financial Aid Office at 503 494-7800 regarding the certifying process for benefits.

Institutional loan funds are available to eligible students based upon varying criteria. Short-term (emergency) loans are also available for qualified students through the Financial Aid Office. These loans must be repaid by the start of the next term after which they are requested, or 90 days, whichever comes first.

The School of Nursing has the Harding Loan available for RNBS or senior undergraduate students who find themselves in need of a short-term loan to manage educational expenses. For an application form, go to http://www.ohsu.edu/son/academic/cst-financialaid.shtml.

OHSU employees may qualify for the Employee Tuition Benefit. For information on which educational programs are eligible for the Employee Tuition Benefit, contact the OHSU Human Resources Department at 503 494-8060.

Students experiencing difficulty paying the full amount of their tuition are encouraged to call the Business Office at 503 494-2166 to make payment arrangements. Students must have written approval from the Business Office for extended payments. Students will not be allowed to attend courses until their registration is complete. Liability insurance only extends to registered students. Transcripts will be held pending full payment of all bills to OHSU.

School of Nursing Scholarships

The OHSU School of Nursing scholarship committee awards nursing scholarships to eligible incoming and returning students who complete an SON scholarship application. Receiving a scholarship may alter the student's financial aid package. Scholarship recipients are encouraged to review their award status with the OHSU Financial Aid Office. The scholarship application that applies to all School of Nursing institutional scholarships is available on our Web site at http://www.ohsu.edu/son/academic/scholarshipapplication.pdf.

Other scholarships are available from local, community service, and state organizations, some of which are administered by the School of Nursing. Applications are made either directly to that organization or through the School of Nursing. Awards are made on the basis of merit, diversity, and need. If you have questions about scholarships you can contact the OHSU School of Nursing Office of Admissions at 503 494-7725.

All awards are distributed based according to the grant requirements and donors’ preference/criteria for individual scholarships. As mentioned above, other factors such as work in rural or underrepresented populations, foreign language proficiency, career goals, academic achievement, program of study, diversity, and financial need are considered.

Students seeking their first nursing degree should request the brochure, “Scholarships and Loans — Beginning Education in Nursing.” Registered nurse students should request "Scholarships, Fellowships, Educational Grants and Loans for Registered Nurses.”
Oregon State Board of Nursing

17938 SW Upper Boones Ferry Road
Portland, OR 97224, 503 731-4745, www.osbn.state.or.us
Refer to the OSBN Web site for updated information.

To obtain a full or limited Oregon nursing license you must take the NCLEX-RN examination.
www.ncsbn.org/index.htm

Advanced Practice Nursing (APN) Certification

Student Responsibilities

Students are required to take the following actions in support of their request for NP certification through the Oregon State Board of Nursing:

1. Maintain a portfolio with all pertinent information from your graduate program. This includes all syllabi for courses taken, program of study, verification of approved course waivers, transcript updates, documentation of clinical hours, sites and preceptors, etc. Any variations from the program of study not documented by a course waiver or course transfer should include a letter of explanation from the student’s advisor.

2. Meet with advisor at least one term before you intend to graduate to review your program of study (POS) and transcript.

3. Obtain the basic certification packet from OSBN in April prior to graduation (Oregon State Board of Nursing, 17938 SW Upper Boones Ferry Rd, Portland, OR 97224, 503 731-4745, www.osbn.state.or.us/).

4. Request to have your final OHSU transcript sent to OSBN from the OHSU Registrar, 503 494-7800.

   Please Note:
   a. It is the student’s responsibility to ensure they know and understand what the OSBN requirements are for NP certification from the beginning of their program in order to make sure they will meet those requirements as they progress through the program.
   b. It is the student’s responsibility to make sure all grades have been submitted prior to requesting the transcript be sent to the OSBN.
   c. If some courses were taken at a baccalaureate level or at a master’s level either for a Postmaster’s Certificate Option (PMCO), or from another graduate program or another school, make sure to include all transcripts with transferred or waived courses applied to your degree.
   d. Include copies of official signed documentation for waived courses, transferred courses and letters from advisor, where appropriate.

5. Request to have a copy of your OHSU transcript sent to School of Nursing APN Program

6. Complete Section I of Verification of Successful Completion of Advanced Practice Nursing Program form from the OSBN basic certification packet.

7. Submit the following items to School of Nursing APN Programs for review (be sure to keep a copy):
   a. Verification of Successful Completion of Advanced Practice Nursing form (section I should be completed)
   b. Copies of all signed waivers, signed course transfers and letters of explanation for variances in the program of study.
   c. Copy of student’s official program of study
   d. Copy of final OHSU transcript

School of Nursing APN Program Responsibilities

1. Review the student’s program of study, waivers where applicable, and transcripts.
2. Complete section II of Verification of Successful Completion of Advanced Practice Nursing form utilizing above documentation.
3. Obtain course descriptions from the current OHSU course catalog or the School of Nursing curriculum master database, where appropriate, for all courses listed on the student’s transcript.
4. Submit program of study, waivers, transcripts, course descriptions and Verification of Successful Completion form to faculty member responsible for certification requests for final review and signature.
5. The certifying faculty member will return the signed packet to the designated person in APN.
6. Copy the packet for program records.
7. Obtain the official school seal from the Registrar and submit the completed packet to the OSBN.

*Portland’s class of 2007 poses at convocation at Arlene Schnitzer Concert Hall.*
Oregon Health & Science University  
School of Nursing  

Office of Admissions  
3455 SW US Veterans Hospital Road, MC: SN-ADM  
Portland, OR 97239-2941  
Phone: 503 494-7725  
Fax: 503 494-6433  
E-mail: proginfo@ohsu.edu  
www.ohsu.edu/son

Programs At-A-Glance

<table>
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<tr>
<th>Major or Specialty</th>
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<th>Master of Nursing</th>
<th>Master of Science</th>
<th>Postmaster's Certificate</th>
<th>Master of Public Health</th>
<th>Doctor of Philosophy</th>
<th>Doctor of Nursing Practice</th>
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<td>Varies, see admissions Web site</td>
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The Bachelor of Science program with a major in nursing has multiple pathways that have different programs of study, admission terms, and application deadline dates. See the School of Nursing Admissions Web site for more information.
Admission Policies & Procedures

The Office of Admissions provides program information and pre-application advising to help prospective students and advisors prepare for the application process to the OHSU School of Nursing. Admission to the School of Nursing is competitive and all applicants must meet specific prerequisites, minimum GPA requirements, minimum standardized test score requirements, and have the necessary nursing license or license eligibility in order to be considered for admission.

Each academic program has specific prerequisites, educational requirements, and licensure requirements that must be completed at the time of matriculation. Applicants may be in progress with these specific requirements, but failure to provide the documentation showing the completion of these requirements prior to matriculation is grounds for dismissal from the program.

All application materials must be post-marked by the established application deadline to be considered for admission. Applications received or completed after the established application deadline may be reviewed on a space available basis. All application materials become the property of the School of Nursing and will not be returned to the student or another party. Application and enrollment deposit fees are non-refundable.

Decision letters regarding admission status are sent out by the OHSU School of Nursing Office of Admissions. Admission may be granted on a provisional basis to a graduate-level applicant that does not meet admission criteria but whose professional or academic record indicates potential. A student with provisional admission is required to maintain a 3.0 GPA in the first nine credit hours of nursing coursework.

As a top ranked School of Nursing, the OHSU School of Nursing receives applications from many more qualified applicants than we are able to admit. Students who applied in previous years and who were placed on the alternate list or were denied admission will need to reapply using the same process as a new applicant. Alternate applicants from a previous year are not given preference over the rest of the applicant pool. The Office of Admissions will keep the files of all applicants for up to one year. If an applicant chooses to re-apply, the Office of Admissions will pull the transcripts and other supplemental material to add to the new application (upon request.) All applicants will need to submit supplemental application materials to the Office of Admissions in the application packet by the posted application deadline.

All prospective students seeking admission to the OHSU School of Nursing are required to submit an application, application fee, and supplemental application materials to the School of Nursing with the indication of the specific program which they would like to be considered. Applicants can apply to multiple programs within the School of Nursing, but are required to submit a separate application, application fee, and supplemental materials for each program. Applicants must complete the following steps in order to be considered for admission:

1. Review the application deadline for the academic program to which you are applying. Applicants who do not submit all required materials by the stated deadline may not have their application reviewed for admission;
2. Complete the required prerequisite coursework and appropriate licensure requirements;
3. Submit the online application and signature page. The online application for each program typically opens three months prior to the application deadline. If you do not submit the signature page, your application is considered incomplete;
4. Submit your application fee. Applicants are required to pay an application fee in order to have their application considered for admission. Applicants typically submit payment electronically during the online application process;
5. Supplemental application materials must be post-marked to the Office of Admissions by the established application deadline. All materials are to be sent to: OHSU School of Nursing, Office of Admissions SN-ADM, 3455 SW US Veterans Hospital Rd., Portland, OR 97239-2941.

Degree-Specific Required Application Materials

Bachelor Degree

- Online application and application signature page. If you do not submit the signature page, your application is considered incomplete;
- Admission essay (within the online application);
- Official transcripts from all institutions attended where college level coursework was completed;
- Prerequisite coursework form (for OCNE and Accelerated Bachelor degree programs only);
- Proof of completion of required prerequisite courses; and
- Application fee.

* Accelerated Bachelor’s to Master’s Program applicants refer to Master’s applicant material information.
Admissions

Master's, Postmaster's Certificate, Doctorate Degree

- Online application and application signature page. If you do not submit the signature page, your application is considered incomplete;
- Admissions essays/goal statement (within the online application);
- Official transcripts from all institutions attended where college level coursework was completed. Postmaster's Certificate Option program applicants need only submit master's degree transcript(s);
- Current Résumé or Curriculum Vitae;
- Official GRE scores (not required for Postmaster's applicants or if applicant has a previous graduate degree);
- Three letters of reference;
- Evidence of successful completion of a Statistics Course. This course must have been taken within the last 5 years with a grade of a “B” or higher. Oregon Master in Public Health applicants need a statistics course with a grade of a “C” or higher and there is no time limit. Statistics is not required for Postmaster's Certificate or for postmaster's Doctor of Nursing Practice applicants;
- Application fee; and
- Sample of scholarly work (Doctoral degree applicants only).

Applicants to the postmaster's certificate in Advanced Practice Gerontological Nursing must be credentialed as an advanced practice nurse practitioner or clinical nurse specialist

Doctor of Nursing Practice Required Supplemental Application Items

In addition to the above listed items, applicants to the postmaster's DNP program must:

- Hold or be currently eligible for an unencumbered Oregon RN license as well as hold or be currently eligible for an unencumbered Oregon Nurse Anesthetist license or Oregon Clinical Nurse Specialist, Nurse Practitioner, or Nurse Midwife certificate as an advanced practice nurse and
- Submit a description of current engagement in practice as an advanced practice nurse

Admission Deferral

Applications to the OHSU School of Nursing should be made for the year in which a student actually plans to attend. The School of Nursing provides an option for admitted candidates to defer their admission to select nursing programs. Deferrals are granted to candidates who encounter unforeseen opportunities or extraordinary circumstances that limit their ability to participate in the program for the year in which they applied.

In order to request a deferral, applicants must be admitted to an eligible nursing program and apply for deferral to the program prior to matriculation. Requests are considered on a case by case basis, and the applicant should be able to plan matriculation by the next entry term.

Deferral requests will only be considered for the RN to Bachelor's, Master's, Postmaster's Certificate, or Doctor of Philosophy programs and will be granted for entry up to one year from the original entry term. The OHSU Oregon Consortium for Nursing Education (OCNE) Baccalaureate, Accelerated Baccalaureate, Accelerated Baccalaureate to Master, and Doctor of Nursing Practice programs do not allow for deferral.

All written requests to defer matriculation must include detailed reasons for the request and are due to the SON Office of Admission prior to matriculation. Once received, deferral requests are submitted to the appropriate Admission and Progression Committee for review and approval. Admission and Progression Committees may delegate their approval authority to the Program Director.

Should a deferral be granted, the admitted student has the assurance that a place in the cohort will be reserved for the following academic year, and she or he is exempted from submitting the admission paperwork required of a first-time applicant until the actual matriculation date. If a deferral request is denied, individuals can either accept their offer of admission for the term to which they were admitted or repeat the application process to be considered for admission for a future term.

Deferred students will receive an updated confirmation agreement as well as incoming compliance materials and requirements for the term in which they will matriculate. Deferred students will be required to comply with the School of Nursing Incoming Student Compliance (SON 20-01.15) policy that is in effect at the time of matriculation. If students are not able to start the program for the term to which they deferred, their offer of admission will be rescinded, and they will need to submit a new application for admission for a future term.

A deferred student is required to pay the non-refundable enrollment deposit to reserve a seat in the next year's entering class. This fee is non-refundable if the applicant does not choose to matriculate for the future term but will be applied to tuition once matriculated. Additionally, deferred students are required to report to the OHSU School of Nursing any significant changes to their academic and criminal record, as initially reported on their OHSU School of Nursing program application. In the event there are significant findings or changes, the OHSU School of Nursing reserves the right to revoke a deferred student's offer of admission.
Transfer Applicants to the Bachelor of Science with a Major in Nursing Program

- Any student enrolled and in good standing at an accredited school of nursing or having been enrolled and in good standing within the past two years, may apply for admission as a transfer student into the B.S. nursing program. Transferring into this program is allowed on a space available basis. Transfer applicants must complete the application process at least one full quarter before the anticipated date of admission. Applicants must have all prerequisites completed, submit a paper application including essay, official transcripts from all institutions attended, and a recommendation from the Dean at the current school of nursing indicating that he/she is in good academic standing as well as provide an academic catalog/bulletin from the institution of transfer. Pre-professional and graduation course requirements are the same as outlined for the basic student. A grade point average of 3.0 is required for admission. In addition, the student must submit a letter explaining the reason for the transfer.

- Transfer between Oregon Consortium for Nursing Education (OCNE) schools is allowed on a space available basis. Students in good academic standing at a OCNE partner school may transfer at the beginning of an academic year. A referral from the program director is required to validate good standing, which includes meeting academic, conduct, and background check standards. Transferring at times other than the beginning of an academic year requires a review of the student’s program of study as well as documentation of competency attained in alignment to the new program. Supplemental study may be required to place the student at the appropriate level. Transfers are considered as space allows.

- Transfer applicants to our master’s or doctoral programs must contact the appropriate program director for eligibility.

International Applicants

We welcome the rich diversity that international students bring to the OHSU School of Nursing and encourage international applicants to apply to any of our available programs. International applicants should complete all of the listed prerequisite coursework and licensure requirements listed for the major or specialty to which they are applying to be considered for admission. International applicants must also submit the following additional application items:

1. Course-by-course evaluation of non-United States transcripts by a transcript and credential evaluation service such as World Education Services, www.wes.org.
2. If applicable, credentials must be evaluated by a service such as CGFNS Credential Evaluation Service, www.cgfns.org.
3. Applicants must have a passing score on the paper version Test of English as a Foreign Language (TOEFL) of 560 or 220 score on the computer version. Applicants must also have a score of 4.5 on the Test of Written English (TWE) and a score of 55 on the Test of Spoken English (TSE), which are two components of the TOEFL. OHSU School of Nursing requires all three test scores. Please note that you are not required to take the TOEFL, TSE, or TWE if your nursing education was in the United States.
4. International applicants must have a full Oregon nursing license to apply to the Advanced Practice Nursing programs. Refer to the Oregon State Board of Nursing section of this catalog for information.

Newley admitted candidates in the new Doctor of Nursing Practice program meet with DNP program faculty at a welcome reception.
## Prerequisites: Undergraduate Admission Requirements

<table>
<thead>
<tr>
<th>Prerequisite Coursework to be complete prior to matriculation:</th>
<th>OCNE BS</th>
<th>RNBS Fall 2007</th>
<th>RNBS Spring 2008</th>
<th>Accelerated Bachelor of Science (Portland campus only)</th>
<th>Accelerated Bachelor of Science to Master (Portland campus only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree in non-nursing field</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Minimum prerequisite GPA</td>
<td>3.00</td>
<td>Check Web site</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Minimum cumulative GPA</td>
<td>2.5</td>
<td>Check Web site</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Nursing license</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>

### Prerequisite Coursework to be complete prior to matriculation:

- May submit application with 30 of 45 quarter credits of prerequisite coursework including one term of Anatomy & Physiology and Math 95 or higher completed with a C grade or better
- May submit application with 7-8 courses of prerequisite coursework with a B grade or better completed (or a reasonable plan to complete aforementioned coursework)
- Basic computer literacy
- Anatomy & Physiology (12 quarter credits)
- Biology with Genetics (3 quarter credits)
- Chemistry (1 course)
- General psychology (3 quarter credits)
- General sociology (3 quarter credits)
- Human Growth & Development (3 quarter credits)
- Math 95 competency
- Microbiology with lab
- Nutrition (3 quarter credits)
- Social Science (6 quarter credits)
- Statistics: Descriptive & Inferential (3 quarter credits)
- Writing/English Composition (6 quarter credits)
- Writing/English Composition (9 quarter credits)
- Electives (to equal a total of 45 quarter credits of prerequisites completed)

### Recommended:

- Cultural anthropology (3 quarter credits)
- Foreign Language Proficiency
- Statistics, Descriptive & Inferential (3 quarter credits)
- Humanities (3 quarter credits)

---

1 Occasionally students are contingently admitted and are allowed to begin taking theory courses in the RNBS program based on their commitment to complete one or two of the prerequisite courses by an agreed upon term. Contingent admissions are also given to students completing their associate degree program until such time as they have secured their RN license. It is important to note that contingently admitted students must be fully admitted before they are allowed to enroll in clinical courses.

2 Students are required to take one course, there isn’t a prescribed credit requirement.

3 Programs have different methods of determining basic computer literacy. Refer to the program to which you are applying.

4 One year long series is required.
Selected Prerequisite Descriptions

Anatomy and Physiology: A year long sequence of human anatomy and physiology with laboratory, inclusive of all body systems. This sequence must be taken in its entirety prior to the first nursing course. Note: Chemistry or Biology may be required prior to the A&P sequence at some colleges/universities; please check individual college requirements.

Biology with Genetics: Any biology course in which coverage of human genetics is included in the college catalog course description.

Human Growth & Development: The developmental process of human life covering the full life span. Courses that cover only a part of the life span will not be accepted. This course can often be found in the Psychology department.

Humanities: Potential courses that will meet this requirement are from the following departments: History of Art, Art Appreciation, History of Music, Music Appreciation, English Literature, Linguistics, Philosophy, Religion, Speech and Theater Arts, Foreign Language, Communication, Journalism, and Women’s Studies.

Microbiology with laboratory: Introduction to the basic and applied aspects of microbiology.

Nutrition: Class should cover biological functions, dietary sources of essential nutrients, and the relationship of diet to health.

Social Science: Potential courses that will meet this requirement are from the following departments: Anthropology, Economics, History, Political Science, Psychology, Business, Criminology, and Sociology.

Statistics: Any statistics course in which descriptive and inferential statistical techniques are included in the college catalog course description.

Writing/English Composition: Class should involve the development and support of ideas through the medium of written English. One term of this year-long coursework should include scientific or technical writing. Remedial English such as sentence structure and punctuation will not be accepted as sufficient to meet the prerequisite.

Electives: Electives may include any college level coursework from an accredited institution where the grade meets the program requirement, and may include the extra credits when a four or five credit course is taken to meet a three-credit requirement.

Competencies

Basic Computer Literacy: Students are advised that success in a nursing program requires that students be computer literate, including at least word processing, use of spreadsheets, and Web searches.

Foreign Language Proficiency Requirement: Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or semesters of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination. College level credits in the foreign languages can count toward the 45 prerequisite credits as well as the baccalaureate degree credits. American Sign Language is an accepted language to meet this requirement.

Math 95 or higher: Competency for Math 95 or above must be demonstrated prior to application to the OCNE nursing program. Competency may be demonstrated by a math placement test or by successful completion of Math 95 or higher. Note: Math 95 credits are not applicable to credits for the Bachelor’s degree; however, Math courses that are 100 or higher may be included in the credits that are applied to the prerequisites and to the degree.

Students may reference the following Web sites to determine what specific courses in area colleges and universities fulfill these prerequisites:

www.ohsu.edu/son/academic/compreqs_ocne.pdf (for OHSU OCNE program)
www.ohsu.edu/son/academic/compreqs.Abs.pdf (for accelerated programs)
www.ohsu.edu/son/student/ocne-transitionprerequisiteguide.pdf (for transitioning OCNE programs)
www.ohsu.edu/son/academic/compreqs_rnbs.pdf (for RNBS program)
Prerequisites: Graduate Admission Requirements

It is required that applicants to the master’s programs have a BS in nursing or BSN degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission of Collegiate Nursing Education (CCNE). Students are also expected to have a minimum undergraduate GPA of 3.0, be eligible for an Oregon registered nurse license, or be licensed in the state of Oregon prior to matriculation. It is required that applicants to the postmaster’s certificate programs have a master’s degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission of Collegiate Nursing Education (CCNE). Exceptions to these requirements apply to Master of Public Health applicants.

Applicants to the MPH program must have a bachelor’s degree (nursing or non-nursing) and have taken a statistics course with a “C” grade or better with no time limit on the statistics requirement.

All applicants are required to take the Graduate Record Examination (GRE) unless they have another graduate degree. Applicants to the MPH may have completed the MCAT or have GMAT scores available for review instead of the GRE. There is no time limit for when GRE’s were taken; however, an official copy of GRE scores must be submitted with the application. The minimum expectation is a combined score of 1000 on the Verbal and Quantitative sections. Unofficial scores may be noted on the application pending receipt of the official scores from the Educational Testing Service. Applications that are submitted without the GRE scores will be considered incomplete and will not be reviewed for admission without this necessary paperwork. Information about the Graduate Record Exam can be found at the Educational Testing Service website at www.gre.org.

Applicants must have successfully passed a statistics course with a grade of “B” or better within five years prior to entry into the graduate program. If this requirement has not been met, the student will be required to take an undergraduate or graduate level statistics course before entering the program of study. The statistics course will not count toward the master’s degree requirements in the student’s program of study.

Some specialties require an applicant to have completed at least one year of clinical practice as an RN. Please review the program requirements for this specific information.
Incoming Compliance Requirements
(School of Nursing Policy 20-01.15)

In order to assure that consistent compliance-related information is communicated to incoming students, the following policy summarizes the required information/experiences that students must provide evidence of prior to matriculation. Depending on the program, students may be excused from compliance requirements. Approved exclusions from any compliance requirement are summarized in this document. Failure to comply with these incoming compliance requirements will restrict students’ progression (e.g., enrollment in courses, access to clinical placements, etc.) and be grounds for dismissal.

School of Nursing Requirements:

- Criminal Background Check and Finger Print Report (OHSU 03-10-011)\(^1\). If a student has lived in more than one state in the last three years, the student must complete a FBI background check.
- Signed and dated Code of Conduct & Student Responsibility Agreement (School of Nursing 20.04-22)
- School of Nursing Permission to Release Educational Information Form
- Signed and dated admission-specific confirmation and/or enrollment agreement
- Blood Borne Pathogen Training Certificate or Exemption Form\(^2\)
- Evidence of current CPR (Level C) Training. CPR (Level C) training must be maintained through enrollment in the undergraduate, Master’s, Postmaster’s Certificate Option, and DNP programs. Individual campuses may have additional specific requirements\(^3\)\(^4\).
- Submission of Registered Nurse license number\(^5\)\(^6\).
- Master’s, Post-baccalaureate DNP, and PhD students complete statistics requirement with B grade or above within last five years or petition for waiver (20-01.03G)\(^7\)\(^8\)
- Undergraduate, Master’s, Postmaster’s Certificate Option, DNP, and PhD students are required to attend a home campus orientation.
  - RNBS and DNP students are required to attend Orientation at the Portland, Oregon campus. Students who are not able to attend the RNBS Orientation will not be able to enroll for that term and will be asked to enroll in the following term in which they can attend orientation.
  - Effective August 1, 2007, Oregon MPH students are required to attend the Oregon Master of Public Health Orientation which takes place every September at a different location in Oregon. Failure to attend Orientation will result in inability or a delayed ability to register for classes.

Other School of Nursing requirements if needed:

- Change of Address form
- Contact OHSU Office for Student Access for accommodation requests and the disability form
- Contact OHSU Affirmative Action and Equal Opportunity Office for religious accommodation requests

OHSU Requirements:

- Updated immunization record or plan to complete immunizations requirements according to the OHSU Student Health Service pre-entry guidelines (OHSU 02-01.001). [http://www.ohsu.edu/academic/acad/health/](http://www.ohsu.edu/academic/acad/health/)
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) Training Certificate
- Respect at the University Training Certificate
- Student Health Insurance (automatically enrolled by 1st day of the month in which classes start) or Approved Waiver (see deadline for receipt of completed notarized application)\(^9\)
- Portland Campus Students: Personal Health History Form & OHSU Patient Registration Form

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1 MPH students complete the OHSU Employee version of the Criminal Background Check.
2 MPH students excluded unless deemed required for a graduate internship placement
3 MPH students excluded unless deemed required for a graduate internship placement
4 Portland campus students must maintain American Heart Association Healthcare Provider CPR status
5 MPH, OCNE, accelerated bachelor’s, and accelerated master’s students excluded from this requirement
6 Post-Docs without nursing certification are excluded from this requirement
7 Postmaster’s Certificate Option and Postmaster’s DNP students are excluded from this requirement
8 MPH students are required to pass a basic statistics course with a grade of C or better; there is no time limit on when the course was taken.
9 Insurance waivers are due in the Student Health Service before the 1st of the month in which the student starts the program. If a student misses this deadline, a refund for insurance premium will be prorated for the remainder of the quarter. The student will pay for any months prior to the waiver being received. MPH students, PMCO Gerontology students, and students attending on a less than part time basis are not eligible for Student Health Insurance.
**Immunization, OHSU Student Health Fee, & OHSU Student Health Insurance Requirements**
Refer to www.ohsu.edu/academic/acad/health for details

<table>
<thead>
<tr>
<th>Updated Immunization Record or Plan to Complete Immunizations</th>
<th>OHSU Student Health Fee</th>
<th>OHSU Student Health Insurance or Approved Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Campuses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tracked at Local Campus</td>
<td>Charged at Local Campus</td>
<td></td>
</tr>
<tr>
<td>Portland Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Campuses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tracked at Local Campus</td>
<td>Charged at Local Campus</td>
<td></td>
</tr>
<tr>
<td>Distance Programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN to BS (on-line)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Oregon MPH Program (on-line)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PhD (distance)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PhD (distance)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>On-Site Programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MS/MN</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Postmaster's Certificate Option</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>DNP</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>PhD</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>International Interns</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Post-Doctoral</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

1. If an OMPH student enrolls in a course out of their program of study which is not on-line, and the student is coming to Portland campus for classes, the OHSU health fee and OHSU health insurance or waiver will be required. This registration is monitored by Accounts Receivable/Bursar’s office.
2. Effective Fall 2007
3. If registered for courses (audit or otherwise)
4. See OHSU Exchange Visitor Health Insurance Requirements
5. Post-Docs may also be required to complete one of more of the Responsible Conduct for Research training modules. Mentors will inform post-docs when these modules are required.
6. Post-Doctoral fellows receive health coverage as part of their fringe benefits
7. Assumes Post-Docs are not taking courses. If they enroll in courses, they are required to have the OHSU Student Health Fee and the OSHU Student Health Insurance or Approved Waiver.
OHSU does not offer Arts, Letters & Science (non-nursing) courses. Admitted students will take only nursing courses through OHSU. Students will need to complete their non-nursing courses at another institution to fulfill the OHSU Bachelor of Science degree requirements. Students are responsible for finding, enrolling, and transferring coursework from other institutions to OHSU in order to complete the Bachelor of Science degree requirements. The institution where the coursework is taken will bill the students.

**Brief Program Descriptions**

**Bachelor of Science with a major in Nursing**

The baccalaureate program in nursing will prepare graduates to practice in a variety of settings and to care for individuals, families, and populations across the lifespan. In 2001, the OHSU School of Nursing joined with other Oregon Community Colleges in an exciting new partnership, the Oregon Consortium for Nursing Education (OCNE). Established in response to the critical nursing shortage, OCNE enables Oregon nursing programs to dramatically expand the availability of students to receive the BS nursing degree and increase enrollment, while preparing graduates with competencies to address the rapidly changing health care needs of Oregon's aging and ethnically diverse populations.

OHSU School of Nursing and academic advisors from partner institutions may provide information to assist the student in creating a yearly, dual enrollment plan to meet the OHSU Bachelor of Science degree requirements. Students will need to designate at which institution they will be dually enrolled for completion of the required non-nursing courses. Students will designate the OHSU School of Nursing campus at the time of admission. At the time of designation, the student will be provided with a list of partner institutions where the non-nursing courses can be included when determining and releasing financial aid. If a student receiving financial aid designates an institution that is not on that list, his/her financial aid will only be based on the nursing courses through OHSU. If the student decides to change the institution that he/she is dually enrolled with for the required non-nursing courses, he/she must notify the OHSU Office of Registrar and Financial Aid as it may impact the financial aid award.

Applications to this program are available for fall term admission only and are accepted November 15th through February 15 for the following academic year. Applicants may apply to only one OHSU campus: Ashland, Klamath Falls, La Grande, or Portland.

**Bachelor of Science with a major in Nursing (RNBS program)**

The faculty of the OHSU School of Nursing support associate degree Registered Nurses who desire to complete their baccalaureate degree through the RNBS Program. The RNBS Program offers upper-division courses in a variety of distance and in-person and intensive formats. RNBS students take courses online, as intensives, by passing challenge exams and preparing portfolios.

**Bachelor of Science with a major in Nursing (Accelerated Bachelor of Science program)**

The Accelerated Bachelor's of Science with a major in Nursing degree program is a program for people who already have a bachelor's degree in a non-nursing field but are wishing to begin a career as a bachelor's-prepared nurse. Admitted students to this program will have an accredited bachelor's degree in a field other than Nursing (this degree must be held at the time of application), will complete specific prerequisite coursework prior to matriculation, and will complete a generalist nursing curriculum that is comprised of five quarters of full time nursing coursework required to achieve a B.S. with a major in Nursing. The B.S. degree is awarded at the successful completion of the undergraduate coursework, and graduates are eligible to take the National Council Licensure Examination (NCLEX). This program will prepare the
graduate for RN licensure and will also give interested students the necessary credentials to pursue a graduate degree in nursing. Over the fifteen months, students will take a combination of courses in traditional classroom settings as well as participate in clinical rotations. Clinical experiences are at agencies located in multiple sites throughout Oregon.

Undergraduate Program Competencies & Degree Requirements

**Classic Undergraduate Program (closed to new admissions)**

The graduate of the OHSU Bachelor of Science in Nursing program will be able to adapt practice to a variety of settings in caring for individuals, families and populations across the lifespan, including end of life. Specifically, the graduate will be able to:

1. Use theoretical concepts, research findings and other evidence and ways of knowing to guide nursing practice with clients across the life span, including end of life;
2. Practice in a safe, caring, responsible and accountable manner in accordance with professional ethics and acceptable standards of nursing practice;
3. Conduct a health assessment of diverse individuals, families and populations that will guide decision-making and nursing practice;
4. Use information technologies to support nursing practice;
5. Make sound clinical judgment, using critical thinking to identify and evaluate personal assumptions, values, purposes, abilities and knowledge and to reflect on the process and outcomes of judgments;
6. Understand the organization of the environment in which nursing and health care are provided by examining the aesthetic, socioeconomic, legal and political factors that influence the health care systems;
7. Provide culturally competent, sensitive and nondiscriminatory nursing care to diverse clients;
8. Design strategies or programs to promote optimal wellness of individuals, families or populations across the lifespan, including end of life;
9. Identify risk factors to health status of populations and determine effective risk reduction and disease prevention strategies;
10. Demonstrate beginning knowledge and skill in interdisciplinary collaboration and delegation in designing, managing and coordinating health care of individuals, families and populations;
11. Partner with individuals, families and populations in making health care decisions;
12. Understand the meaning(s) a symptom, illness, and health have for clients and their families and how these may influence their relationships with family members and health professionals;
13. Value life long learning as requisite to adapting nursing role(s) to dynamic changes in health and health care systems; and
14. Consider global health issues as they relate to such areas as disease transmission, health policies and health care systems.
Classic Undergraduate Degree Requirements (closed to new admission)

All students admitted to the OHSU School of Nursing must have completed 93-quarter credits of lower division requirements at an accredited community college, college, or university prior to matriculation. Students are required to have 186 credit hours of nursing and non-nursing coursework, see table below. Successful graduation from the OHSU School of Nursing requires a minimum cumulative GPA of 2.0 for all courses applied for credit toward the degree.

Each credit in a practicum course is the equivalent of three contact hours. Clinical experience will be obtained in agencies located in multiple sites throughout Oregon and on a flexible schedule. Each clinical credit requires three hours in the clinical area per week. Students are responsible for their own transportation to, during and from clinical experiences.

Program of Study

**Lower Division Non-Nursing Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences (37 quarter credits)</td>
<td></td>
</tr>
<tr>
<td>*Chemistry to include Biochemistry</td>
<td>12</td>
</tr>
<tr>
<td>*Human Anatomy and Physiology</td>
<td>12</td>
</tr>
<tr>
<td>*Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>*College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>*Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>*Statistics (Descriptive and Inferential)</td>
<td>3</td>
</tr>
<tr>
<td>Arts, Letters and Humanities (27-30 quarter credits)</td>
<td></td>
</tr>
<tr>
<td>*Arts and Letters and Humanities Electives (i.e., Philosophy, Foreign Language, Intercultural Communication and/or Sign Language)</td>
<td>12</td>
</tr>
<tr>
<td>*Written English/English Composition</td>
<td>9</td>
</tr>
<tr>
<td>*Literature</td>
<td>3</td>
</tr>
<tr>
<td>*Interpersonal and Small Group Communication</td>
<td>3* or 6</td>
</tr>
<tr>
<td>Social Science (15 quarter credits)</td>
<td></td>
</tr>
<tr>
<td>*General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>*General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>*Human Growth &amp; Development (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>*Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>*Social Science Electives (i.e., Political Science, Economics or Business Sciences)</td>
<td>3</td>
</tr>
<tr>
<td>Electives (11 quarter credits), Electives may be taken Pass/No Pass</td>
<td>11</td>
</tr>
<tr>
<td><strong>Lower Division Total</strong></td>
<td>93</td>
</tr>
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</table>

**Upper Division Nursing Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 354</td>
<td>Chronic Illness/Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 356</td>
<td>End of Life /Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 360</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 361</td>
<td>Health Assessment &amp; Health Promotion Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 362</td>
<td>Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>NURS 368</td>
<td>Introduction to Clinical Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 369</td>
<td>Introduction to Clinical Nursing Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 370</td>
<td>Foundations for Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 372</td>
<td>Pathophysiological Process: A Foundation for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 374</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 384</td>
<td>Nursing Care of Adults with Physiological Alterations</td>
<td>4</td>
</tr>
<tr>
<td>NURS 385</td>
<td>Nursing Care of Adults with Physiological Alterations Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 386</td>
<td>Nursing Care of Families During Health and Illness</td>
<td>4</td>
</tr>
<tr>
<td>NURS 387</td>
<td>Nursing Care of Families During Health and Illness Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 471</td>
<td>Clinical Focus Practicum</td>
<td>7</td>
</tr>
<tr>
<td>NURS 472</td>
<td>Leadership and Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 474</td>
<td>Health Policy in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 476</td>
<td>Ethics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 484</td>
<td>Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 485</td>
<td>or NURS 485 A-C Mental Health Nursing Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 486</td>
<td>Community &amp; Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 487</td>
<td>Community &amp; Public Health Nursing Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 488</td>
<td>A &amp; B Reflective Practice Seminar</td>
<td>4</td>
</tr>
<tr>
<td>NURS 489</td>
<td>Reflective Practice Practicum</td>
<td>7</td>
</tr>
<tr>
<td><strong>Upper Division Total</strong></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td><strong>Total Degree Credits</strong></td>
<td>186</td>
<td></td>
</tr>
</tbody>
</table>

*Students who have a bachelor degree in another field need only the asterisked (*) prerequisites.
End of Program Competencies: OCNE and Accelerated Bachelor of Science Degree

The competencies defined by OCNE, are based on a view of nursing as a theory-guided, evidenced-based discipline. The competencies also recognize that effective nursing requires a special kind of person with particular values, attitudes, habits and skills. Accordingly there are two categories of competencies, professional competencies, and nursing care competencies. Professional competencies—define the values, attitudes and practices that competent nurses embody and may share with members of other professions; nursing care competencies—define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing the discipline and competencies that encompass understanding of the broader health care system. In all cases, the client is defined as the recipient of care, is considered active participant in care, and includes the individual, family or community. Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping client (individuals, families or communities) promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

Professional Competencies

1. A competent nurse’s personal and professional actions are based on a set of shared core nursing values through the understanding that...
   1.1. Nursing is a humanitarian profession based on a set of core nursing values, including: social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior, and that a competent nurse embodies these values.
   1.2. There are ethical dilemmas embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline.

2. A competent nurse develops insight through reflection, self-analysis, and self-care through the understanding that...
   2.1. Ongoing reflection, critical examination and evaluation of one’s professional and personal life improve nursing practice.
   2.2. Reflection and self-analysis encourage self-awareness and self-care.
   2.3. Pursuing and advocating healthy behaviors enhance nurses’ ability to care for client.

3. A competent nurse engages in ongoing self-directed learning with the understanding that...
   3.1. Knowledge and skills are dynamic and evolving; in order to maintain competency one must continuously update.
   3.2. There is an array of communication and information technologies available to enhance continuous learning, and it is essential to be able to use these effectively.

4. A competent nurse demonstrates leadership in nursing and health care through the understanding that...
   4.1. An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving.
   4.2. A competent nurse effectively uses management principles, strategies and tools.
   4.3. An effective nurse is skilled in working with assistive nursing personnel including the delegation of responsibilities and supervision.

5. A competent nurse collaborates as part of a health care team through the understanding that...
   5.1. The client is an essential member of the healthcare team.
   5.2. Successful health care depends on a team effort, and collaboration with others in a collegial team is essential for success in serving clients.
   5.3. Learning and growth depend on receiving and using constructive feedback; effective team members must be both open to feedback and able to give useful feedback in a constructive manner.
   5.4. Supporting the holistic development of colleagues creates an environment that positively impacts client care.

6. A competent nurse practices within, utilizes, and contributes to the broader health care system through the understanding that...
   6.1. Professional nursing has a legally defined standard of practice.
   6.2. The components of the system (e.g., resources, constraints, regulations) must be considered when coordinating care and developing interdisciplinary planning.
   6.3. The effective nurse contributes to improvements of the health care system through the collection and analysis of data and involvement in policy decision-making processes and political activities.
   6.4. An effective nurse contributes to improving access to health care.
6.5. Each nurse has the responsibility for effective and efficient management and utilization of health care resources.

6.6. Nurses establish and maintain networks to address structural barriers and improve health care delivery outcomes.

7. A competent nurse practices relationship-centered care through the understanding that...

7.1. Effective care is centered around a relationship with the client that is based on: empathy and caring, a deep understanding of the care experience, developing mutual trust and respect for the autonomy of client.

7.2. The effectiveness of nursing interventions and treatment plans depends, in part, on the attitudes, beliefs and values of clients and these are influenced both by how professionals interact with clients and by the intervention itself.

7.3. Clients reflect the culture and history of their community and their broader population, and that these must be considered in developing nursing interventions.

8. A competent nurse communicates effectively through the understanding that...

8.1. Effective use of therapeutic communication, to establish a caring relationship, to create a positive environment, to inform clients, and to advocate is an essential part of all interventions.

8.2. When working with colleagues or clients, it is important to insure that accurate and complete communication has occurred.

8.3. Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach.

9. A competent nurse makes sound clinical judgments through the understanding that...

9.1. Noticing, interpreting and responding require use of best available evidence, a deep understanding of the client experience and community influences, recognition of contextual factors as well as one's own biases that may influence judgments, and sound clinical reasoning.

9.2. Effective nursing judgment is not a single event, but concurrent and recurrent processes that include assessment (data collection, analysis and diagnosis), community and client participation in planning, implementation, treatment, ongoing evaluation, and reflection.

9.3. Nurses select from a variety of frameworks and clarification systems to organizing data and knowledge for clinical judgment. The choice of framework for assessment and intervention take into account the client's age and cultural perspective, the individual and family capacity for involvement in care, the influence of community and the primary focus of care.

9.4. Clinical judgment involves the accurate performance of skills (cognitive, affective and psychomotor) in the delivery of care to clients while maintaining personal safety.

10. A competent nurse, in making practice decisions, locates, evaluates and uses the best available evidence coupled with a deep understanding of client experience and preferences through the understanding that...

10.1. There are many sources of knowledge, including research evidence, standards of care, community perspective, to practical wisdom gained from experience, which are legitimate sources of evidence for decision-making.

10.2. Knowledge from the biological, social, medical, public health, and nursing sciences is constantly evolving; nurses need to update their knowledge continuously, using reliable, current sources of information.

10.3. Nurses need to know how to learn new interventions independently, because the definition of “best practice” of interventions is continuously modified, and new interventions are constantly being developed.
## OCNE Program of Study

### Non-Nursing Courses* (53 credits) Credits

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Group (26 credits)*</td>
<td></td>
</tr>
<tr>
<td><em>Anatomy &amp; Physiology I, II, III</em></td>
<td></td>
</tr>
<tr>
<td><em>Nutrition</em></td>
<td></td>
</tr>
<tr>
<td><em>Microbiology</em></td>
<td></td>
</tr>
<tr>
<td><em>Biology with Genetics</em></td>
<td></td>
</tr>
<tr>
<td><em>Statistics</em></td>
<td></td>
</tr>
<tr>
<td>English (9 credits)*</td>
<td></td>
</tr>
<tr>
<td><em>English Comp I &amp; II</em></td>
<td></td>
</tr>
<tr>
<td><em>Technical/Scientific Writing</em></td>
<td></td>
</tr>
<tr>
<td>Humanities (9 credits)*</td>
<td></td>
</tr>
<tr>
<td>Electives (e.g., English (other than English Composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts)</td>
<td>9</td>
</tr>
<tr>
<td>Social Science (9 credits)*</td>
<td></td>
</tr>
<tr>
<td><em>Human Growth &amp; Development (Lifespan)</em></td>
<td></td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, or History)</td>
<td>6</td>
</tr>
<tr>
<td>Electives (34 credits)</td>
<td></td>
</tr>
</tbody>
</table>

### Nursing Courses (93 credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 110/210: Foundation of Nursing: Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 111/211: Foundation of Nursing in Chronic Illness I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 112/212: Foundation of Nursing in Acute Care I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 230: Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 231: Clinical Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 232: Pathophysiological Process I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 233: Pathophysiological Process II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 221/321: Foundation of Nursing in Chronic Illness II &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 222/322: Foundation of Nursing in Acute Care II &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 410: Population-based Care: Chronic Illness and Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411: Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412: Leadership &amp; Outcomes Management in Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRS 424: Clinical Immersion I ++</td>
<td>6/10</td>
</tr>
<tr>
<td>NRS 425: Clinical Immersion II</td>
<td>10</td>
</tr>
</tbody>
</table>

### Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or semesters of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework; 15 of which must be Arts, Letters, & Sciences
- 2.0 cumulative GPA and minimum C grade in courses used for degree
Sample 4-year Program of Study for OCNE students

Courses listed below with an asterisk (*) are not offered at OHSU. Students are responsible for enrolling and transferring courses from other institutions of which 15 credits must be 300/400 level courses.

### Prerequisite year (45 credits, minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Arts, Letters &amp; Sciences electives</td>
<td>8 - 12</td>
</tr>
<tr>
<td>*Computer Literacy</td>
<td>varies</td>
</tr>
<tr>
<td>*Foreign Language Competency</td>
<td>varies</td>
</tr>
<tr>
<td>*Human Anatomy Physiology</td>
<td>12</td>
</tr>
<tr>
<td>*Human Development</td>
<td></td>
</tr>
<tr>
<td>*Humanities electives</td>
<td></td>
</tr>
<tr>
<td>*Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>*Social Science electives</td>
<td></td>
</tr>
<tr>
<td>*Written English/English composition</td>
<td>6</td>
</tr>
<tr>
<td>*Math 95 or Higher</td>
<td></td>
</tr>
</tbody>
</table>

Competency for math 95 or above must be demonstrated prior to application. Competency may be demonstrated by a math placement test or by successful completion of Math 95 or higher. Math 95 credits are not applicable to credits for the Bachelor degree; however, Math courses that are 100 or higher may be included in the credits that are applied to the prerequisites and to the degree. In choosing a math course the student is advised to consider the prerequisite for Statistics, which will be required later in the nursing program.

### Sophomore Year (46 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Biology with Genetics</td>
<td>3</td>
</tr>
<tr>
<td>*Humanities electives</td>
<td>3</td>
</tr>
<tr>
<td>*Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NRS 110/210: Foundations of Nursing: Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 111/211: Foundations of Nursing: Chronic Illness</td>
<td>6</td>
</tr>
<tr>
<td>NRS 112/212: Foundations of Nursing: Acute Care</td>
<td>6</td>
</tr>
<tr>
<td>NRS 230: Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 231: Clinical Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 232: Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 233: Pathophysiology II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Junior Year (46 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 221/321: Nursing in Chronic Illness II &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 222/322: Nursing in Acute Care II</td>
<td>9</td>
</tr>
<tr>
<td>NRS 410: Population-based Chronic Illness &amp; Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411: Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>*Humanities electives</td>
<td>3</td>
</tr>
<tr>
<td>*Arts, Letters &amp; Sciences electives</td>
<td>9</td>
</tr>
</tbody>
</table>

### Senior Year (43 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 412: Leadership &amp; Outcomes Management in Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRS 424: Clinical Immersion I</td>
<td>10</td>
</tr>
<tr>
<td>*Arts, Letters &amp; Sciences electives</td>
<td>13 - 17</td>
</tr>
</tbody>
</table>

180 Total Credits Required to Meet Degree Requirements

Sample Program of Study for Accelerated Bachelor of Science Students

Prerequisites with a grade “B” or better.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Human Anatomy Physiology</td>
<td></td>
</tr>
<tr>
<td>*Nutrition</td>
<td></td>
</tr>
<tr>
<td>*Human Growth Development</td>
<td></td>
</tr>
<tr>
<td>*Microbiology</td>
<td></td>
</tr>
<tr>
<td>*Biology with Genetics</td>
<td></td>
</tr>
<tr>
<td>*Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Nursing Courses (44 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 210: Foundations of Nursing: Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 230: Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 231: Clinical Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 232: Pathophysiological Process I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 233: Pathophysiological Process II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 331: Foundations of Nursing: Chronic Illness &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 332: Foundation of Nursing: Acute Care &amp; End of Life</td>
<td>12</td>
</tr>
<tr>
<td>NRS 410: Population-based Chronic Illness &amp; Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411: Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412A: Leadership &amp; Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412B: Leadership &amp; Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 435: Clinical Immersion</td>
<td>12</td>
</tr>
</tbody>
</table>

Nursing Credits 72

Non-Nursing Credits from Prior Degree 108

Total Credits 180
Bachelor of Science Degree Program for Registered Nurses (RNBS)

The End of Program Competencies and professional competencies from the previous section of this catalog for the Undergraduate OCNE Program apply to the RNBS Program.

**RNBS Fall 2007 Program of Study**

<table>
<thead>
<tr>
<th>Non-Nursing Courses (67 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology*</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry with Lab (3 terms)</td>
<td>12</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>English Composition (Writing)</td>
<td>9</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>Microbiology*</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition*</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (Descriptive &amp; Inferential)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Courses (41 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 352: Introduction to Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 354: Chronic Illness/Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR 356: End of Life/Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR 362: Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NUR 372: Pathophysiological Process: A Foundation of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 472: Leadership &amp; Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 474: Health Policy in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 476: Ethics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 486: Community and Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 487: Community and Public Health Nursing Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NUR 489: Reflective Nursing Practice</td>
<td>6</td>
</tr>
</tbody>
</table>

| Articulated Nursing Credits (30 credits) | 30 |
| Other ADN and diploma education courses and electives | 48 |
| Total Credits | 186 |

*These courses are usually included in the ADN or diploma nursing program

**RNBS Transcript Evaluation**

You will receive an OHSU transcript evaluation when admitted into the RNBS Program. This evaluation will identify which non-nursing courses you have received credit for and which you have left to complete. You can receive up to 30 credits by articulation for nursing coursework successfully completed in your prior nursing program.
## RNBS Spring 2008 Program of Study

### Non-Nursing Courses *(53 credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Science Group (26 credits)</strong>*</td>
<td></td>
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<tr>
<td>Anatomy &amp; Physiology I, II, III</td>
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<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Biology with Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>*<em>English (9 credits)</em></td>
<td></td>
</tr>
<tr>
<td>English Comp I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>*<em>Humanities (9 credits)</em></td>
<td></td>
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<tr>
<td>Electives (e.g., English (other than English Composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts)</td>
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</tr>
<tr>
<td>*<em>Social Science (9 credits)</em></td>
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</tr>
<tr>
<td>Human Growth &amp; Development (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, or History)</td>
<td>6</td>
</tr>
<tr>
<td>*<em>Electives (38 credits)</em></td>
<td></td>
</tr>
<tr>
<td>15 upper-division non-nursing credits must be taken in a field other than nursing</td>
<td>38</td>
</tr>
</tbody>
</table>

### Nursing Courses *(40 credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 301: RN Transition Course I: Introduction to Evidence Based Practice and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 372: Pathophysiological Processes: A Foundation for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NRS 303: RN Transition Course III: Chronic Illness</td>
<td>3</td>
</tr>
<tr>
<td>NRS 304: RN Transition Course IV: Chronic Illness &amp; End of Life</td>
<td>3</td>
</tr>
<tr>
<td>NRS 410: Population-Based Care: Chronic Illness and Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411: Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412A &amp; 412B: Leadership and Outcomes Management in Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NRS 425: Clinical Immersion II</td>
<td>10</td>
</tr>
<tr>
<td>Articulation Credits (19 credits)</td>
<td>19</td>
</tr>
<tr>
<td>Transfer Credits from ADN program accepted for lower division nursing (30 credits)</td>
<td>30</td>
</tr>
</tbody>
</table>

*Total Credits 180*

*Courses not available at OHSU that will be taken either during the prerequisite year or while dually enrolled with OHSU and another institution.

### Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or semesters of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework; 15 of which must be Arts, Letters, & Sciences
- 2.0 cumulative GPA and minimum C grade in courses used for degree
Master of Science/Master of Nursing

Program Description, Objectives, & Requirements

The master’s degree program at the School of Nursing has numerous specialty areas: Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Nurse-Midwifery (NM), Nurse Anesthesia (NAP), and two Nursing Education specialties. Students are presented with learning experiences that reflect the integration of theory, research and practice in nursing. Within courses, the relative emphasis on each of these elements varies. The program of study reflects a balance of theory, practice and research to ensure that students become clinically expert and are able to utilize research approaches within their practice.

Upon completion of the MS/MN degree, graduates will be able to:

- Demonstrate advanced knowledge and specialized practice in the nursing care of individuals, families or communities;
- Use the research process to investigate clinical problems and to improve clinical practice, and;
- Advance nursing through leadership in practice and professional activity.

A minimum of 45 credits is required to obtain the master’s degree. Most specialties require additional credits to complete their degree requirements to meet accreditation criteria or to ensure that graduates are eligible for national certification examinations. Students review and develop a program of study in consultation with an academic advisor.
**Specialties**

**Family Nurse Practitioner**

The Family Nurse Practitioner (FNP) program prepares registered nurses to practice in primary health care settings that provide continuous, comprehensive care, including strategies to promote health, assess and manage acute and chronic health problems, and consult and refer as needed. Students in the family nurse practitioner areas gain a solid foundation in clinical practice addressing the health care needs of individuals and families across the life span. The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. In addition to content with a focus on all age groups, the program of study also provides in-depth knowledge and clinical experiences in areas such as: advanced health assessment/physical diagnosis, pathophysiology; health promotion; acute and chronic illness management; role development as a primary care clinician; pharmacology; reproductive care; and prenatal care.

Clinical experiences are arranged in a variety of settings including private offices, large health institutions such as HMOs, migrant and Indian Health centers, and county health departments. Students obtain experiences in clinical sites serving rural and underserved populations. 610 hours of supervised clinical experience are completed during the program.

Graduates may seek certification as Family Nurse Practitioners with prescriptive privileges from the Oregon State Board of Nursing and are eligible for national certification.

**Family Nurse Practitioner Program of Study**

**Core Courses (25 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510</td>
<td>Research Methods and Evidence-based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512</td>
<td>A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B</td>
<td>Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522</td>
<td>Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
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</tbody>
</table>

**Specialty Courses (44 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509R</td>
<td>Practicum in Family Primary Care Management I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509S</td>
<td>Practicum in Family Primary Care Management II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 509T</td>
<td>Practicum in Family Primary Care Management III</td>
<td>6</td>
</tr>
<tr>
<td>NURS 509U</td>
<td>Practicum in Family Primary Care Management IV</td>
<td>8</td>
</tr>
<tr>
<td>NURS 509W</td>
<td>Antepartum and Postpartum Management for FNP's</td>
<td>1</td>
</tr>
<tr>
<td>NURS 514</td>
<td>Health Promotion and Health Protection</td>
<td>3</td>
</tr>
<tr>
<td>NURS 518</td>
<td>Reproductive Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 520</td>
<td>Family Primary Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 521A</td>
<td>Family Primary Care Management II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 521B</td>
<td>Family Primary Care Management III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 521C</td>
<td>Advanced Family Primary Care Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 584</td>
<td>Antepartum &amp; Postpartum Management</td>
<td>2</td>
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**Elective Course(3-6)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503</td>
<td>Master's Research/Practice Improvement Project</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Total Credits MN (MS)** | **69-75**

**Practicum Hours** | **610**
**Nurse Anesthesia Program**

The Nurse Anesthesia Program (NAP) is the most recently established Advanced Practice Nursing program in the School of Nursing. In response to local, regional and national need, the program has been established in conformance with all standards and criteria of the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the program is upon excellence in clinical performance and evidence based practice. Clinical experiences will be obtained at a variety of outstanding clinical anesthesia sites, including OHSU, the Portland Veteran's Administration Hospital, and Kaiser Sunnyside Hospital in the Portland area, as well as the University of Washington and Three Rivers Community Hospital in Grants Pass, Oregon. A variety of clinical enrichment experiences will also be provided at other clinical sites to enhance the student's learning experience. Students may need to travel outside the Portland Metro area for clinical experiences. Expenses associated with travel and housing at distant sites will be the student's responsibility.

The 27-month program of study is rigorous and highly clinically focused. In the first year, students receive a firm foundation in relevant basic and anesthesia science along with intensive simulation experience. The second year begins a five quarter sequence of clinical rotations designed to expose the student to a variety and depth of anesthesia experience. Throughout the second year students will attend seminars to foster the integration of advanced evidence-based nurse anesthesia content into their clinical practice.

Applicants are expected to have a minimum of 1 year of full time critical care experience as an RN. Critical care experience specifically refers to adult intensive care: medical, surgical, combined, neurological or cardiovascular. Applicants with only emergency room, recovery room, operating room or neonatal ICU experience will not likely be admitted. The most competitive candidates will be selected for a required on-campus interview.

### Nurse Anesthesia Program of Study

#### Core Courses (25 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510</td>
<td>Research Methods and Evidence-Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 A</td>
<td>A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B</td>
<td>Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522</td>
<td>Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
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</table>

#### Specialty Courses (84 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>NURS 507CA</td>
<td>Basic Principles of Anesthesia I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 507CB</td>
<td>Basic Principles of Anesthesia II</td>
<td>4</td>
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<tr>
<td>NURS 507CC</td>
<td>Advanced Principles of Anesthesia I</td>
<td>4</td>
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<tr>
<td>NURS 507CD</td>
<td>Advanced Principles of Anesthesia II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 507CE</td>
<td>Pharmacology of Anesthetic Agents I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 507CF</td>
<td>Pharmacology of Anesthetic Agents II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 507CG</td>
<td>Professional Issues for Nurse Anesthetists</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509CA</td>
<td>Basic Principles of Anesthesia I Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CB</td>
<td>Basic Principles of Anesthesia II Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CC</td>
<td>Advanced Principles of Anesthesia I Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CD</td>
<td>Advanced Principles of Anesthesia II Lab</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509CE</td>
<td>Advanced Clinical Practicum in Anesthesia I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 509CF</td>
<td>Advanced Clinical Practicum in Anesthesia II</td>
<td>12</td>
</tr>
<tr>
<td>NURS 509CG</td>
<td>Advanced Clinical Practicum in Anesthesia III</td>
<td>12</td>
</tr>
<tr>
<td>NURS 509CH</td>
<td>Advanced Clinical Practicum in Anesthesia IV</td>
<td>12</td>
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<tr>
<td>NURS 509CI</td>
<td>Advanced Clinical Practicum in Anesthesia V</td>
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#### Elective Course (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503</td>
<td>Master's Research/Practice Improvement Project (required for MS degree)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits MN (MS) 109 (112)**
Nurse-Midwifery

The Nurse-Midwifery program at OHSU School of Nursing teaches students to manage common gynecological problems, family planning, pregnancy, birth and the newborn period. Moreover, the program emphasizes the unique health care needs of women. The influences of family, culture and tradition, as well as social, economic and political forces serve as the context for our care of women, from menarche through menopause. The program strives to prepare compassionate, skilled clinician-scholars willing to address issues that affect the lives of women. Faculty members in the nurse-midwifery program have three priorities for their graduates: a scientific basis for clinical practice; clinical competence; and a perspective that views a woman in the context of her family and society.

Faculty members in the nurse-midwifery program participate in two faculty practices. These practices serve as the primary learning site for students, allowing faculty to maintain and demonstrate clinical excellence while working side by side with students. Other clinical opportunities are provided in community health centers, health maintenance organizations, migrant health clinics and private practices. Students receive more than 750 hours of supervised clinical practice in the program. During the final practicum experience, students help to select their own experiences, which can be in any appropriate setting where a contract can be negotiated. The program requires six quarters of full-time study.

The faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence. Recognition of the value of nurse-midwifery and meaningful advances in practice are unlikely to occur in the absence of careful descriptions of phenomena of interest and the testing of new approaches. It is incumbent upon midwives to document their efficacy in the health care of women. Completion of the nurse-midwifery program allows the student to take the certification examination offered by the American Midwifery Certification Board (AMCB).

Program of Study

Core Courses (25 credits)

- NURS 510 Research Methods and Evidence-based Practice 4
- NURS 512 A Critical Analysis of Health Disparities 4
- NURS 515A Advanced Physiology/Pathophysiology I 3
- NURS 515B Advanced Physiology/Pathophysiology II 3
- NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing 4
- NURS 519A Applied Pharmacology I 3
- NURS 519B Applied Pharmacology II 2
- NURS 522 Advanced Practice Nursing Roles and Issues 2

Specialty Courses (49 credits)

- NURS 507B Fundamentals of Teaching Nurse-Midwifery Students 3
- NURS 509L Practicum in Antepartum and Postpartum Management 2
- NURS 509M Practicum in Nurse-Midwifery Mgmt of the Intrapartum Period 3
- NURS 509N Practicum in Nurse-Midwifery Management I 3
- NURS 509O Practicum in Advanced Women’s Health Care Management 2
- NURS 509P Practicum in Nurse-Midwifery Mgmt II 3
- NURS 509Q Advanced Practicum in Nurse-Midwifery 9
- NURS 509Y Practicum in Primary Care for Nurse-Midwives 1
- NURS 518 Reproductive Health Care Management 3
- NURS 581 Nurse-Midwifery Management of the Intrapartum Period 3
- NURS 582 Management of the Newborn 3
- NURS 583 Foundations of Midwifery Care During the Reproductive Cycle 4
- NURS 584 Antepartum & Postpartum Management 4
- NURS 585 Primary Care for Nurse-Midwives 4
- NURS 588 Advanced Women’s Health Care Management 2

Elective Course (3-6 credits)

- NURS 503 Master’s Research/Practice Improvement Project (required for MS degree) 3-6

Total Credits MN (MS) 74 (77-80)
Nursing Education with an Emphasis in Community Health Nursing

This program is designed for the baccalaureate-prepared nurses who are interested in pursuing a teaching career in nursing, either as a faculty member in a school of nursing or in staff development positions. Students will study curriculum and instructional design, methods of assessing student competency, clinical teaching approaches, and new technologies in nursing education, such as simulation. In addition to developing skills as a clinical teacher, students will develop expertise in addressing health disparities as a community and public health nurse.

Coursework for the degree is focused on care of the vulnerable and underserved and has a strong focus on health disparities and social justice. Faculty within this program focuses on helping students to learn clinical judgment and critical thinking skills and to use evidence-based practices in providing care. This program involves 37-43 credits of didactic and 12-16 credits of clinical practica. As a future nurse educator, the student will learn to:

- Facilitate clinical learning
- Develop competencies statements for adult learners
- Design instructional environments
- Use evaluation and assessment strategies
- Enhance ones ability to function as change agent and leader
- Implement the educator role
- Use new technologies in teaching
- Engage in the scholarship of teaching and learning
- Provide leadership in population-based nursing care

Some of the coursework is currently available online, and we expect the program to be fully available in a distance delivery format (a combination of online coursework with some intensive workshops) by fall of 2008. There are both part-time and full-time options. The core courses are currently classroom based, and the nursing education courses are all taught online with some intensive workshops. There is some practicum required in each area: core, specialty, and teaching. For the fall 2007 entry class, the Community Health Nursing specialty courses are all taught online.

Program of Study

Required Master's Core and Practica (16 Credits)  
NURS 510 Research Methods and Evidence Based Practice 4
NURS 512 A Critical Analysis of Health Disparities 4
NURS 607P Clinical Application Experience 6
NURS 607O Nursing Knowledge Seminar 2

Required Courses in Community Health Nursing (12 credits)
CPH 507A Current Issues in Public Health 3
CPH 535 Principles and Practices of Public Health 4
CPH 542 Social Determinants of Health 3
NURS 509A Practicum in Population Health Management 2-3

Required Courses in Nursing Education (12 credits)
NURS 561/661 Curriculum and Instructional Design in Nursing 3
NURS 562/662 Assessment of Learning in Nursing 3
NURS 564/664 Clinical Teaching 3
NURS 509AA Practicum in Clinical Teaching 3

Electives (9 credits)
Choices include NURS 507; NURS 515A; NURS 515B; NURS 507H; NURS 563; CPH 534A; CPH 534B; CPH 534C
NURS 503 Masters Research or Clinical Improvement Project (required for MS degree) 3-6

Total credits MN (MS) 49 (52-55)
**Nursing Education with an Emphasis in Gerontological Nursing**

This program is designed for the bachelors prepared nurses who are interested in pursuing a teaching career in nursing, either as a faculty member in a school of nursing or in staff development positions. Students will study curriculum and instructional design, methods of assessing student competency, clinical teaching approaches, and new technologies in nursing education, such as simulation. Students in this program focus their clinical area for advanced study in Gerontological Nursing.

The School of Nursing is nationally known for its strength in practice-relevant gerontological nursing research in a number of areas, including dementia care, family care giving, and end-of-life care. The John A. Hartford Foundation selected the School of Nursing as one of five centers of geriatric nursing excellence in the nation in January 2001. Gerontological nursing faculty at OHSU have developed pioneering education, practice and research projects that benefit elders and those who care for them during the past two decades. These projects have contributed to the professional development of nursing students who are now practicing or doing research across the country.

This program involves 37-43 credits of didactic and 12-16 credits of clinical practica. As a future nurse educator, the student will learn to:

- Facilitate clinical learning
- Develop competencies statements for adult learners
- Design instructional environments
- Use evaluation and assessment strategies
- Enhance ones ability to function as change agent and leader
- Implement the educator role
- Use new technologies in teaching
- Engage in the scholarship of teaching and learning
- The student will also gain advanced knowledge in the care of older adults and their family caregivers and an understanding of the health care systems in which care is provided.

**Program of Study**

<table>
<thead>
<tr>
<th>Required Master’s Core and Practica (16 Credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 607P Clinical Application Experience</td>
<td>6</td>
</tr>
<tr>
<td>NURS 607O Nursing Knowledge Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses in Gerontology(12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 542 Aging Person and Family: Health Promotion</td>
</tr>
<tr>
<td>NURS 543 Understanding and Intervening for Common Geriatric Syndromes</td>
</tr>
<tr>
<td>NURS 546 Health Systems in Care of the Older Adult</td>
</tr>
<tr>
<td>NURS 509GG Clinical Practica with Older Adults</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses in Nursing Education (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 561/661 Curriculum and Instructional Design in Nursing</td>
</tr>
<tr>
<td>NURS 562/662 Assessment of Learning in Nursing</td>
</tr>
<tr>
<td>NURS 564/664 Clinical Teaching</td>
</tr>
<tr>
<td>NURS 509AA Practicum in Clinical Teaching</td>
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</table>

<table>
<thead>
<tr>
<th>Electives (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choices include NURS 514; NURS 515A; NURS 515B; NURS 507H; NURS 563; NURS 503 Masters Research or Clinical Improvement Project (optional) 3-6 credits</td>
</tr>
</tbody>
</table>

**Total credits MN (MS) 49 (52-55)**
Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner program focuses on the promotion of mental health for individuals, families and groups across the life span. Psychiatric mental health nursing involves practice, research, and education regarding the treatment of mental illness and optimizing mental health. Study in this specialty field includes treatment and prevention of mental and emotional problems and mental disorders arising from interaction among biological and neurophysiological vulnerabilities, psychological and developmental factors and environmental stressors. Interventions within the scope of the psychiatric mental health nurse practitioner are emphasized, including the prescription and management of psychotropic medications, and evidence-based psychotherapeutic approaches that facilitate the development of clients’ intrapersonal, interpersonal and system competencies. Graduates are certified as nurse practitioners by the Oregon State Board of Nursing and are eligible for national certification in their area of specialization.

Master’s degree students take both child/adolescent and adult focused coursework, but can emphasize one of those populations in their clinical work. Supervised clinical experiences with children, adolescents, adults and older persons, and with groups and families, are available in a variety of treatment settings, primarily community-based agencies and programs serving mentally ill rural and urban populations in Oregon. Clinical supervision is a weekly collaborative process with students, faculty supervisors, and clinical preceptors, and is directed toward development of advanced, scholarly practitioners throughout the program. Various models of supervision are used; the model selected is based on student learning needs and stage of professional development. Clinical sites are selected for the richness of experience offered, availability of a master’s level or more highly prepared licensed mental health provider, and the student’s particular focus and learning objectives. Students are assigned to faculty advisors to plan clinical experiences, and receive ongoing clinical supervision from faculty supervisors. Clinical experience begins in the second term of the program and continues until the student has met all clinical nursing course requirements. As students proceed through the program, they progressively assume more direct care responsibility for clients.

The Psychiatric Mental Health Nurse Practitioner program provides education and clinical training in different geographical areas across the state. Coursework and interaction between faculty and students occurs in a variety of formats, including traditional classroom, video-conferenced classroom environments, CD-ROM formats, and online and web-based electronic synchronous and asynchronous methods. Students will gain experience in these technological environments and in doing so gain facility with current methods of communication and information sharing and retrieval, which are important skills for PMHNP practice upon completion of the program.

Program of Study

<table>
<thead>
<tr>
<th>Core Courses (25 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence-based Practice</td>
<td>4</td>
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<tr>
<td>NURS 512 A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty/Elective Courses (46 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507F Introduction to Motivational Interviewing I &amp; II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults*</td>
<td>4-13</td>
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<tr>
<td>NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child &amp; Adolescents *</td>
<td>4-13</td>
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<tr>
<td>NURS 514 Health Promotion and Health Protection</td>
<td>3</td>
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<tr>
<td>NURS 544 Human Development in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552 Understanding and Intervening in Common Mental Health Problems of Elders</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A Assessment, Diagnosis, &amp; Treatment in Advanced Psychiatric Mental Health Nursing: Child/Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571B Assessment, Diagnosis &amp; Treatment in Advanced Psychiatric Mental Health Nursing: Adult</td>
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</tr>
<tr>
<td>NURS 572A Child and Family Therapy</td>
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<td>NURS 572B Individual and Group Therapy with Adults</td>
<td>3</td>
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<tr>
<td>NURS 574A Psychopharmacology: Adults</td>
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<tr>
<td>NURS 574B Psychopharmacology: Children and Adolescents</td>
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* A total of 17 practicum credits (N509K and N509KC) are required.

<table>
<thead>
<tr>
<th>Elective Course (3-6 credits)</th>
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<tbody>
<tr>
<td>NURS 503 Master’s Research/Practice Improvement Project (required for MS degree)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total Credits MN (MS) 71 (74-77)
Practicum Hours 680+ hours

Other Available Electives:
NURS 575 Rural Mental Health Issues
NURS 574C Advanced Psychopharmacology: Adults
Master of Public Health

Master of Public Health: Primary Health Care & Health Disparities

The Master of Public Health: Primary Health Care and Health Disparities (PHCHD) track prepares public health professionals to assume clinical leadership roles in a variety of settings, including community health centers and health maintenance organizations, community agencies and health departments, and official and voluntary health agencies and organizations. Graduates are able to ensure the quality of implemented clinical and community care activities, act as a resource for the development of innovative and expanded responses in clinical and community care, coordinate care with regional and county offices, interface with all services involved with the care of patients, and provide counseling and education for families and patients receiving care. Students in the PHCHD program will identify and explore the socio-cultural, economic, psychosocial, political and organizational influences on the health care of populations and design and implement interventions that address identified health disparities.

Applicants to the MPH/PhD option must apply to both the School of Nursing PhD program and the Master of Public Health: Primary Health Care & Health Disparities track.

Upon completion of the MPH degree, graduates will be able to:

- Develop and manage interventions to promote and protect the health of populations at risk;
- Assess the health status of vulnerable populations;
- Lead and participate in interdisciplinary efforts to address health disparities;
- Lead individual actions or collaborate with community partners to create, maintain, and modify health promotion and risk reduction programs;
- Conduct, participate in, and apply research with vulnerable populations;
- Enact cultural competence;
- Communicate policy options;
- Act ethically and make apparent the effect of ethical issues on the practice of public health; and
- Design and implement strategies to promote primary health care as a philosophy of care and an approach to providing community based services.

**Required MPH Courses (16 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 530</td>
<td>Introduction to Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>CPH 533</td>
<td>Epidemiology Survey</td>
<td>3</td>
</tr>
<tr>
<td>CPH 537</td>
<td>Principles of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CPH 539</td>
<td>Concepts of Environmental &amp; Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 540</td>
<td>Health Systems Organization</td>
<td>3</td>
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</table>

**Track Core Courses (21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 507A</td>
<td>Current Issues in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 509A</td>
<td>Graduate Internship in Public Health</td>
<td>6</td>
</tr>
<tr>
<td>CPH 510</td>
<td>Research Methods &amp; Evidence Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>CPH 512</td>
<td>Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>CPH 535</td>
<td>Principles and Practice of Public Health</td>
<td>4</td>
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**Track Focus Courses (21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 531</td>
<td>Policy Implications of Social Inequality &amp; the Ethical Practice of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 532</td>
<td>Cultural Competence in Health and Healing</td>
<td>3</td>
</tr>
<tr>
<td>CPH 534A</td>
<td>Primary Health Care &amp; US Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>CPH 534B</td>
<td>Primary Health Care &amp; International Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>CPH 534C</td>
<td>Primary Health Care &amp; Health Disparities: Latinos in the United States</td>
<td>3</td>
</tr>
<tr>
<td>CPH 536</td>
<td>Community Based Participatory Research</td>
<td>3</td>
</tr>
<tr>
<td>CPH 538</td>
<td>Program Evaluation Using Mixed Methods</td>
<td>3</td>
</tr>
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</table>

**Total Credits** 58
### Program of Study for MPH/PhD in Nursing

<table>
<thead>
<tr>
<th>Required Core MPH Courses (16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 530 Introduction to Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>CPH 533 Epidemiology Survey</td>
<td>3</td>
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<tr>
<td>CPH 537 Principles of Health Behavior</td>
<td>3</td>
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<td>CPH 539 Concepts of Environmental &amp; Occupational Health</td>
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<td>CPH 540 Health Systems Organization</td>
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<table>
<thead>
<tr>
<th>Track Core Courses (21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 507A Current Issues in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 509A Graduate Internship in Public Health</td>
<td>6</td>
</tr>
<tr>
<td>CPH 510 Research Methods &amp; Evidence Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>CPH 512 Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>CPH 535 Principles and Practice of Public Health</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Track Focus Courses (21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 531 Policy Implications of Social Inequality &amp; the Ethical Practice of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 532 Cultural Competence in Health and Healing</td>
<td>3</td>
</tr>
<tr>
<td>CPH 534A Primary Health Care &amp; US Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>CPH 534B Primary Health Care &amp; International Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>CPH 534C Primary Health Care &amp; Health Disparities: Latinos in the United States</td>
<td>3</td>
</tr>
<tr>
<td>CPH 536 Community Based Participatory Research</td>
<td>3</td>
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<tr>
<td>CPH 538 Program Evaluation Using Mixed Methods</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>PhD Courses (70 credits)</th>
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<tbody>
<tr>
<td>NURS 601 Research Practicum (CPH 509A counts for this)</td>
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<tr>
<td>NURS 610A Conceptualization in Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 610B Research Design</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612A Nursing &amp; Philosophy of Science I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 612B Nursing &amp; Philosophy of Science II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 616A Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616B Qualitative Methods II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 617A Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 617B Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Advanced Measurement</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620 Ethics in the Conduct of Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 634 Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 636 Theoretical Perspectives for Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 657 Synthesis of Nursing Literature</td>
<td>3</td>
</tr>
<tr>
<td>NURS 607B Pre-Dissertation Seminar</td>
<td>6</td>
</tr>
<tr>
<td>NURS 607D Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603 Dissertation</td>
<td>24</td>
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</tbody>
</table>

**Total MPH/PhD credits** 128
Graduate Entry Program (closed to new admissions)

This program has been replaced with the Accelerate Baccalaureate to Master’s Program.

The graduate entry program is designed for individuals with a bachelor’s degree or higher in a field other than nursing, who desire to transition into nursing. The first year of this program, the pre-licensure portion, is designed to deliver basic nursing education preparing students for the state-licensing exam for the registered nurse. The remaining two years are the master’s specialty offerings for either midwifery or psychiatric mental health nurse practitioner. Upon completion of the program, graduates will be awarded either a Master of Science or Master of Nursing degree. Graduates will be eligible to take national certification exams for advanced practice roles in either of those two specialties.

Program of Study

Prerequisites (46 quarter credits)  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry (including Biochemistry)</td>
<td>12</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Human Anatomy and Physiology</td>
<td>12</td>
</tr>
<tr>
<td>Human Development (lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (descriptive and inferential)</td>
<td>3</td>
</tr>
</tbody>
</table>

Pre-Licensure Year (72-74 quarter credits)  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 354 Chronic Illness/Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 356 End of Life Care</td>
<td>4</td>
</tr>
<tr>
<td>NURS 360 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 361 Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 362 Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>NURS 368 Introduction to Clinical Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 369 Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 370 Foundations of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 372 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 374 Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 384 Nursing Care of Adults with Physiological Alterations</td>
<td>4</td>
</tr>
<tr>
<td>NURS 385 Nursing Care of Adults with Physiological Alterations: Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 386 Nursing Care of Families During Health and Illness</td>
<td>4</td>
</tr>
<tr>
<td>NURS 387 Nursing Care of Families During Health and Illness Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 472 Leadership and Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 476 Ethics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 484 Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 485A Mental Health Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 485B Mental Health Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 485C Mental Health Practicum III</td>
<td>1</td>
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<tr>
<td>NURS 486 Community and Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 487 Community and Public Health Nursing Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 309C Labor and Delivery Practicum*</td>
<td>0-2</td>
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</tbody>
</table>

Nurse-Midwifery Required Credits**  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 309C Labor and Delivery Practicum*</td>
<td>0-2</td>
</tr>
</tbody>
</table>

Psychiatric Mental Health Nurse Practitioner  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 309C Labor and Delivery Practicum*</td>
<td>0-2</td>
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</tbody>
</table>

Total credits for Degree: MS (MN) Nurse-Midwifery  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 309C Labor and Delivery Practicum*</td>
<td>0-2</td>
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</tbody>
</table>

Total credits for Degree: MS (MN) Psychiatric Mental Health Nurse Practitioner  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 309C Labor and Delivery Practicum*</td>
<td>0-2</td>
</tr>
</tbody>
</table>
Accelerated Baccalaureate to Master’s Program

Psychiatric Mental Health Nurse Practitioner OR Nurse-Midwifery specialties only.

Our Accelerated Bachelor to Master’s degree program is a program where students with a bachelor’s degree in another field can accelerate through our BS with a major in nursing program and enter directly into the Master’s program. This program is a combined three-year bachelor’s to master’s degree program aimed at educating individuals as nurse-midwives or psychiatric/mental health nurse practitioners.

The first five quarters of this program, the undergraduate portion, is designed to deliver basic nursing education preparing students for the Baccalaureate Degree in Nursing and licensure as a registered nurse. The final two years of the program are the master’s specialty offerings for either midwifery or psychiatric mental health nurse practitioner specialization. Upon completion of the program, graduates will have been awarded a Bachelor of Science with a major in Nursing and be awarded either a Master of Science or Master of Nursing degree. Graduates will be eligible to take national certification exams for advanced practice roles in either of these two specialties.

Students in the Accelerated Baccalaureate to Master’s Program who successfully complete the Accelerated Baccalaureate program of study are guaranteed placement in the graduate specialty for which they applied. Entrance into the Master’s Program begins immediately after completion of the Accelerated Baccalaureate Program.

Students utilize Sim Man in their studies at OHSU’s state-of-the-art Simulation and Clinical Learning Center.
Postmaster’s Certificate Option

The School of Nursing offers postmaster’s certificate options in all specialties except the Nurse Anesthesia program. A master’s degree in nursing is required for admission.

Advanced Practice Gerontological Nursing

This program involves nine credits of didactic and up to seven credits of clinical practica. The didactic involves a week-long intensive followed by five weeks of online course work. Arrangements for clinical placements will be tailored to individual student needs. Applicants to the Postmaster’s Certificate program in Advanced Practice Gerontological Nursing must be credentialed as an advanced practice nurse practitioner or clinical nurse specialist.

**Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 542</td>
<td>Aging Person and Family: Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 543</td>
<td>Understanding and Intervening for Common Geriatric Syndromes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546</td>
<td>Health Systems in the Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509GG</td>
<td>Clinical Practica with Older Adults</td>
<td>0-7</td>
</tr>
</tbody>
</table>

Practicum Hours: TBD based on NURS 509GG credit hours

Family Nurse Practitioner

The Family Nurse Practitioner program prepares registered nurses to practice in primary health care settings that provide continuous, comprehensive care, including strategies to promote health, assess and manage acute and chronic health problems, and consult and refer as needed. Students in the family nurse practitioner areas gain a solid foundation in clinical practice addressing the health care needs of individuals and families across the life span. The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. In addition to content with a focus on all age groups, the program of study also provides you with in-depth knowledge and clinical experiences in such areas as: advance health assessment/physical diagnosing pathophysiology; health promotion; acute and chronic illness management; role development as a primary care clinician; pharmacology; reproductive care; and prenatal care.

Clinical experiences are arranged in a variety of settings including private offices, large health institutions such as HMOs, migrant and Indian Health centers, and county health departments. Students obtain experiences in clinical sites serving rural and underserved populations. Graduates may seek certification as Family Nurse Practitioners with prescriptive privileges from the Oregon State Board of Nursing and are eligible for national certification.

**Family Nurse Practitioner Program of Study**

<table>
<thead>
<tr>
<th>Core Courses (17 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
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</table>

**Specialty Courses (44 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 509R Practicum in Family Primary Care Management I</td>
<td>2</td>
<td></td>
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<tr>
<td>NURS 509S Practicum in Family Primary Care Management II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 509T Practicum in Family Primary Care Management III</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NURS 509U Practicum in Family Primary Care Management IV</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NURS 509W Antepartum and Postpartum Management for FNP’s</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURS 514 Health Promotion and Health Protection</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 518 Reproductive Health Care Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 520 Family Primary Care Management I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 521A Family Primary Care Management II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 521B Family Primary Care Management III</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURS 521C Advanced Family Primary Care Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 584 Antepartum &amp; Postpartum Management</td>
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<td></td>
</tr>
</tbody>
</table>

**Total Credits** 61

**Total Practicum Hours** Check with Program
**Nurse-Midwifery**

The Nurse-Midwifery program at OHSU School of Nursing teaches students to manage common gynecological problems, family planning, pregnancy, birth and the newborn period. Moreover, the program emphasizes the unique health care needs of women. The influences of family, culture and tradition, as well as social, economic and political forces serve as the context for our care of women, from menarche through menopause. Students pursuing a postmaster’s certificate in this specialty take the nurse-midwifery Program of Study with the exception of NURS 503, NURS 510 and NURS 512. Refer to the Master of Nursing/Master of Science section of this catalog for the Program of Study.

**Nursing Education**

Nurse educators have a wide variety of experiences in their roles in a school or college of nursing or health care agency. They teach, participate in clinical practice, provide service and engage in scholarly activities. In the Northwest, master’s-prepared faculty members work primarily in associate degree and baccalaureate programs.

The Postmaster’s Certificate in Nursing Education program is intended for nurses with a master’s in a clinical nursing specialty or a bachelor’s degree in nursing and a master’s in a related field. Eighteen to 28 credit hours of coursework is available. For the person with a master’s in nursing, the program of study requires a minimum of 18 credit hours. For the person with a baccalaureate in nursing and a master’s in a related field, the program of study requires a minimum of 28 credit hours, at least 10 of which must be in advanced nursing. Programs of study are tailored to supplement the master’s in a related field providing relevant advanced nursing content as well as learning experiences in the practice of teaching nursing. Students in the in nursing education PMCO will take courses from OHSU and may take two courses at Washington State University-Vancouver at the resident rate. Course formats will include in-person intensives, Internet-based modalities, faculty-facilitated seminars, and practica.

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507H/607H Selected Topics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA Practicum in Clinical Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>NURS 561/661 Curriculum and Instructional Design in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 562/662 Assessment and Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 563/663 Simulation in Nursing Education</td>
<td>3</td>
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<tr>
<td>NURS 564/664 Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

* This is a 90 hour practicum that can be spread out over multiple terms

**Psychiatric Mental Health Nursing Practitioner**

A postmaster’s certificate in psychiatric mental health is available for applicants who already have a Master of Nursing degree. This postmaster’s certificate option focuses on the promotion of mental health for individuals, families and groups across the life span. Interventions within the scope of the psychiatric mental health nurse practitioner are emphasized, including the prescription and management of psychotropic medications, and evidence-based psychotherapeutic approaches. Students pursuing a postmaster’s certificate in this specialty take the PMHNP program of study with the exception of NURS 503, NURS 510, and NURS 512. Refer to the Master of Nursing/ Master of Science section of this catalog for the program of study. PMCO study is also available for licensed psychiatric mental health nurse practitioners working with adults, who desire further training to work with children and adolescents.

**Psychiatric Mental Health Nursing Practitioner: Child & Adolescent**

PMCO for current psychiatric mental health nurse practitioners working with adults, who wish to expand their scope of practice to work with children and adolescents:

<table>
<thead>
<tr>
<th>Specialty/Elective Courses required for PMCO (25 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 544 Human Development in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A Assessment, Diagnosis, and Treatment in Advanced Psychiatric Mental Health Nursing: Child/Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572A Child and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574B Psychopharmacology: Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child &amp; Adolescents</td>
<td>10</td>
</tr>
</tbody>
</table>

**Practicum Hours**

400 hours

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OHSU School of Nursing
Catalog and Student Handbook 2007-2008
**Doctor of Nursing Practice**

The OHSU School of Nursing DNP program is a practice-based doctoral program that prepares nurses to be leaders in innovative practice. Graduates will have the skills to translate, disseminate, and integrate clinical knowledge that will transform the quality of health care. DNP graduates may also seek roles as nurse educators. The OHSU DNP Program focuses on preparing advanced practice nurses, including nurse practitioners, clinical nurse specialists, nurse midwives and nurse anesthetists, who will practice at the most advanced level of nursing.

The coursework within the DNP program is characterized by a contextual and systematic analysis of clinical phenomena with the intention of optimizing health outcomes. Students will apply scientific methods to conduct clinical inquiry and translate research evidence into practice. Students will engage at all levels of health care delivery, from individuals and populations to the systems in which health care is embedded.

The OHSU DNP Program is available to distance students through a variety of remote educational technologies. Multi-day intensive sessions are held on the Portland campus each academic quarter to allow for face-to-face learning.

**DNP Program Competencies**

The DNP program prepares nurses who will, using leadership and collaboration:

1. Practice within an advanced practice nursing specialty in a professional, evidence-based, skilled and ethical manner.
2. Influence health and health outcomes of individuals, groups, and populations through clinical inquiry.
3. Influence health policy and systems of health care in the local, regional, state, national and international forums.

**Requirements for the Doctor of Nursing Practice**

For applicants with an advanced practice nursing degree, the OHSU School of Nursing offers a postmaster’s DNP program beginning in 2007. A post-baccalaureate DNP program will begin in 2009. The postmaster’s DNP program is available to current advanced practice nurses and requires a minimum of 57 credits. Students are required to attend a multi-day face-to-face intensive session in Portland a minimum of four times per year (once per academic quarter). All students are required to complete a clinical residency and to develop and carry out a clinical inquiry project.

Upon completion of all required course work, students will complete an extended clinical residency of a minimum of 12 credits over three quarters. This practice experience will provide an opportunity for students to integrate and synthesize essential knowledge in an area of specialized nursing practice.

Students will select and conduct projects that translate research into practice, evaluate the use of evidence to improve practice, and improve patient care and system outcomes, while serving as skilled leaders to facilitate inter-professional collaboration. The clinical inquiry project is carried out in conjunction with the clinical residency.

**Postmaster’s DNP Program of Study**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Practice-Related Core</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 721 Health Determinants: Genetics and the Physical Environment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 723 Social Science Theories for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790 Clinical Residency</td>
<td>12-24</td>
</tr>
<tr>
<td><strong>Inquiry-Related Core</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 703 Clinical Inquiry</td>
<td>6</td>
</tr>
<tr>
<td>NURS 711 Information Systems and Technology in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713 Methods of Clinical Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>NURS 714 Statistics for Clinical Inquiry</td>
<td>4</td>
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<tr>
<td><strong>Systems of Care-Related Core</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 712 Addressing Health Disparities in Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 731 Ethics for Scholarly Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 732 Advanced Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733 Health Systems: Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735 Applied Health Care Economics &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

**Total credits** 57-69
DNP Program Benchmarks

Terminal benchmarks demonstrate student integration of the three program competencies through the completion of a professional portfolio and public presentation.

1. Professional Portfolio components (satisfactory completion required):
   a. Clinical Inquiry Project Report
   b. Case Reports (10)
   c. Policy Analysis Report
   d. Publishable paper

2. Public Presentation of the Professional Portfolio including:
   a. Clinical Inquiry Project
   b. Summary of Case Reports
   c. Policy Analysis

Some of the first admitted candidates to the school’s newest program, the Doctor of Nursing Practice, were able to get acquainted at a welcome reception in Portland.
**Doctor of Philosophy**

At the OHSU School of Nursing on the Portland campus, students will work closely with a faculty advisor on research directly related to their area of focus and students will have the opportunity to participate in a research practicum designed to develop their dissertation topic. As part of the PhD program, students will conduct research that generates, tests, refines, or extends practice relevant theory and knowledge for nursing. Students will also evaluate critical research findings for building nursing knowledge for use in education, practice, advocacy, or policy development.

An academic advisor is assigned to PhD students the first year of the program (according to perceived match of research interests) to assist the student with the program of study and other advising issues. At the same time, the School of Nursing endorses a relationship between faculty and PhD students based on the concept of mentorship. Students are therefore encouraged to work with their academic advisors to further identify faculty whose program of research matches their research interests. One central goal of mentorship is to create a community of scholars. Mentor activities provide a structure for the creation of such communities. Research practica and research assistantships are two such activities. Other activities that serve to create the community of scholars include research presentations sponsored by the research centers (Center for Family Care in Oregon, Center for Health Disparities, Hartford Center of Geriatric Nursing Excellence, and Center for Healthy Aging, Office of Rural Health Nursing) and research seminars sponsored by the School of Nursing Research Council.

Two types of mentorship experiences are available: long-term and brief. Long-term mentorship occurs between well-prepared and experienced faculty advisors and students. This relationship focuses on activities designed to enhance the student's research capabilities and conduct of the dissertation. It is within this mentorship that the individually constructed portions of the program of study are developed based on the student's research goals. Brief mentorship occurs between students and other faculty with special expertise or experiences that provide opportunities for students to meet specific learning objectives to enhance their research skills. Students may engage in other scholarly activities, teaching, or community services with a variety of people, including researchers, faculty clinicians, and other students. Both long-term and brief mentorship occurs in the context of a mutually agreed upon relationship between students and mentors.

**PhD Program Objectives**

Upon completion of the PhD program, the graduate will be able to:

- Conduct research that generates, tests, refines, or extends practice relevant theory and knowledge for nursing;
- Critically evaluate and synthesize research findings for building nursing knowledge and use that knowledge for research, practice, advocacy, or policy development; and
- Promote continued advancement of the discipline of nursing through leadership, research, and practice; and
- Collaborate with other disciplines in health-related research that is responsible to the needs and concerns of society.

**Requirements for the PhD in Nursing**

The OHSU School of Nursing offers both a postmaster's PhD program and a post-baccalaureate PhD program. The postmasters program requires a minimum of 90 credits of graduate course work beyond the master's degree and a completed dissertation summarizing independent research for a Doctor of Philosophy degree in nursing. The post-baccalaureate program requires a minimum of 113 credits as well as the completed research dissertation in order to obtain the doctor of philosophy degree in nursing. A typical program of study entails 9-11 credits per quarter and 27-33 credits in a 3-quarter academic year. Few courses are available during the summer quarter.
PhD Program of Study

<table>
<thead>
<tr>
<th>Courses</th>
<th>Post-Bacc Credits</th>
<th>Postmaster's</th>
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<tbody>
<tr>
<td><strong>Master’s Core (8 credits)</strong></td>
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<tr>
<td>NURS 510 Research Methods &amp; Evidence-Based Practice</td>
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<tr>
<td>NURS 512 Critical Analysis of Health Disparities</td>
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<tr>
<td><strong>Knowledge Development Seminars (12 credits)</strong></td>
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<tr>
<td>NURS 607O Nursing Knowledge Seminar</td>
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<tr>
<td>NURS 607P Clinical Application Seminar</td>
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<tr>
<td><strong>Nursing Research Core (37 credits)</strong></td>
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<tr>
<td>NURS 610A Conceptualization in Nursing Research</td>
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<td>3</td>
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<tr>
<td>NURS 610B Research Design</td>
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<td>3</td>
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<tr>
<td>NURS 612A Nursing and Philosophy of Science I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS 612B Nursing and Philosophy of Science II</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS 616A Qualitative Methods for Nursing Research I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616B Qualitative Methods for Nursing Research II</td>
<td>3</td>
<td>3</td>
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<tr>
<td>NURS 617A Inferential Statistics I</td>
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<td>3</td>
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<tr>
<td>NURS 617B Inferential Statistics II</td>
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<td>3</td>
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<tr>
<td>NURS 618 Advanced Measurement</td>
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<tr>
<td>NURS 620 Ethics in the Conduct of Research</td>
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<td>NURS 654 Health Disparities</td>
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<td>3</td>
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<tr>
<td>NURS 656 Theoretical Perspectives for Research in Nursing</td>
<td>3</td>
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<td>NURS 657 Synthesis of Nursing Literature</td>
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<td>3</td>
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<tr>
<td><strong>Substantive Theory (choices listed below)</strong></td>
<td>12</td>
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<tr>
<td>NURS 625 Design &amp; Analysis for Nursing Intervention Studies</td>
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<td>NURS 640 Symptom Management</td>
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<td>NURS 641 Physical Activity for Prevention &amp; Management of Chronic Disease</td>
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<td>NURS 642 Cross Cultural Perspectives in Nursing Research</td>
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<td>NURS 643 Theoretical &amp; Methodological Approaches in the Study of Family</td>
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<td>NURS 644 Violence &amp; Trauma</td>
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<td>NURS 650 Contemporary Issues in Gerontology</td>
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<td>NURS 652 Understanding &amp; Intervening in Common Mental Health Problems of Elders</td>
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<tr>
<td>NURS 661 Curriculum &amp; Instruction in Nursing</td>
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<td>NURS 662 Assessment &amp; Learning in Nursing</td>
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<td>NURS 663 Simulation in Nursing Education</td>
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<td>NURS 664 Clinical Teaching</td>
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<td><strong>Electives/Cognate</strong></td>
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<td><strong>Pre-dissertation Seminar</strong></td>
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<td><strong>Research Practicum</strong></td>
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<td>2</td>
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<tr>
<td><strong>Dissertation</strong></td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td>90</td>
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</table>

PhD Benchmarks & Dissertation

There are four benchmarks for PhD students: a first-year evaluation, a comprehensive examination, oral candidacy examination with defense of the dissertation proposal, and the oral defense of the dissertation. The first-year evaluation addresses strengths of and concerns for student progress identified by faculty during the first-year course work. The comprehensive examination tests the student's integration and synthesis of knowledge development processes and research methodology. It assesses the student's readiness to proceed with developing the dissertation proposal. This exam is taken after the completion of the core courses (37 credits). The oral candidacy exam ascends the student's readiness to proceed to dissertation research by evaluating the breadth and depth of his/her knowledge in the fields related to his/her research interest. The student presents and defends the dissertation proposal. Students may take the candidacy exam at the completion of all course work. The oral dissertation defense is a rigorous public defense of the outcomes of the student's dissertation research.

The dissertation is expected to reflect the integration of theory, practice, and research. The research is conducted and the dissertation is prepared under the supervision of a faculty chairperson selected by the student. The Dissertation Committee consists of a minimum of three members; at least two of the committee members, including the chairperson, must be a faculty member in the School of Nursing. The Dissertation Committee examines the candidate orally and publicly on the completed dissertation content.
Residence Requirement

Students are required to fulfill a residency requirement of three consecutive terms. Nine credit hours are considered full-time study for PhD students on the Portland campus. PhD students are required to file a Program of Study prior to the second year of course work. The program is subject to academic advisor approval and will be maintained by the program in the student’s advising file.

Postdoctoral Program

Postdoctoral research training is available at the School of Nursing. National and international postdoctoral fellows can be accommodated through a variety of funding mechanisms, including institutional and individual National Research Service Awards (NRSA) as well as self-funded postdoctoral programs.

Research training opportunities are available in areas of faculty expertise. To date, postdoctoral fellowships have been most readily available through the T32 Institutional NRSA research training grants. One training grant is Research in Individual and Family Symptom Management. Individual postdoctoral fellowships can be obtained through the F33 mechanism funded by NINR (see: National Institute of Nursing Research at: ninr.nih.gov/ninr/research/dea/restype.html.

Although these fellowships are typically two years in duration, postdoctoral research training can range from three months to three years. Outcomes of training include further development of the fellow’s program of research through the conduct of pilot projects, preparation of grant applications, publications, and presentations.

Postdoctoral research programs are individually negotiated between fellows and one or more faculty sponsors. Applicants interested in obtaining postdoctoral research fellowships at OHSU School of Nursing should contact the faculty member whose area of interest best matches their own and negotiate a possible sponsor relationship.

Participants in a cancer and exercise research study undergo testing at March Wellness, a School of Nursing led health and wellness facility at OHSU’s Center for Health & Healing.
The uniform course numbering system of the Oregon University System, as it applies to the School of Nursing is as follows:

100-299 Lower division level
300-499 Upper division level
500-599 Graduate courses offered primarily in support of master's level programs
600-699 Graduate courses offered primarily in support of doctoral level programs
700-799 Professional courses which may be applied to a professional degree

Undergraduate Course Descriptions

**NRS 110/210 Foundations of Nursing—Health Promotion**

9 credits

This course introduces the learner to the framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally-sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. The family experiencing a normal pregnancy is a major exemplar. Includes classroom and clinical learning experiences.

Prerequisites: Anatomy and Physiology. May be offered on some campuses as NRS 210A (4 credits) and NRS 210B (5 credits)

**NRS 111/211 Foundations of Nursing in Chronic Illness I**

6 credits

This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client and family's "lived experience" of the illness, coupled with clinical practice guidelines and extant research evidence is used to guide clinical judgments in care to the chronically ill. Roles of multidisciplinary team in care of the chronically ill and legal aspects of delegations are explored. Through case scenarios, cultural, ethical, health policy, and health care delivery system issues are explored in the context of the chronic illness care. Case exemplars include children with asthma, adolescent with a mood disorder, adult-onset diabetes, and older adults with dementia. Includes classroom and clinical learning experiences.

Prerequisite: NRS 110/210: Concurrent with NRS 230 and NRS 232.

**NRS 112/212 Foundations of Nursing in Acute Care I**

6 credits

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the life span that require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences.

Prerequisite: NRS 110/210: Concurrent with NRS 230 and NRS 232.

**NRS 230 Clinical Pharmacology I**

3 credits

This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding medication administration using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework, with attention to physiological conditions, including anxiety and depression.

Prerequisites: Anatomy and Physiology sequence; Microbiology

**NRS 231 Clinical Pharmacology II**

3 credits

This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products and physiological conditions (e.g. postpartum depression and schizophrenia) not contained in Clinical Pharmacology I.

Prerequisites: NRS 230.
NRS 232 Pathophysiological Processes I
3 credits
This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. Students will learn to make selective clinical decisions regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.
Prerequisites: Anatomy and Physiology sequence; Microbiology

NRS 233 Pathophysiological Processes II
3 credits
This sequel to Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I.
Prerequisites: NRS 232

NRS 221/321 Foundations of Nursing in Chronic Illness II & End of Life
9 credits
This course builds on Foundations of Nursing in Chronic Illness I. The evidence base related to family care giving and symptom management is a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Complex skills associated with symptom management, negotiating in interdisciplinary teams, and the impact of individual and family development cultural beliefs are included in the context of client and family-centered care. Exemplars include patients with chronic mental illness and well as other chronic conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences. (Can follow Nursing in Acute Care II and End-of-Life). Prerequisites: Completion of first year of nursing curriculum: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, NRS 232, and NRS 233.

NRS 222/322 Foundations of Nursing in Acute Care II & End-of-Life
9 credits
This course builds on Nursing in Acute Care I focusing on more complex and/or unstable patient care situations some of which require strong recognition skills, rapid decision making, and some of which may result in death. The evidence base supporting appropriate focused assessments and effective, efficient nursing interventions is explored. Life and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Case scenarios incorporate prioritizing care needs, delegation and supervision, family & patient teaching for discharge planning or end-of-life care. Exemplars include acute psychiatric disorders and pregnancy-related complications as well as acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. (Can follow Nursing in Chronic Illness II and End-of-Life Care). Prerequisites: Completion of First year of Nursing Curriculum: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, NRS 232, and NRS 233.

NRS 224 Scope of Practice and Preceptorship for AAS Completion
9 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. The preceptorship model provides a context that allows the student to experience the nursing work world in a selected setting, balancing the demands of job and life long learner. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience. Required for AAS and eligibility for RN Licensure.
Prerequisites: None

NRS 301 RN Transition Course I: Introduction to Evidence Based Practice and Health Promotion
3 credits
This course introduces the learner to the framework of the OCNE curriculum. The emphasis is on health promotion across the life span including development of individual and family personal health skills and their context within the community. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. To support personal/client health and behavior choice practices, students learn to access research evidence about the screening, assessment and reduction of health risks and enhancement of protective factors; apply health promotion, communication, systems, growth and development theories; explore personal and professional goals; and use reflective thinking about their practice as nurses. (Students bring clinical exemplars from their practice to the classroom). Includes classroom and/or online and/or self-directed learning experiences.
Prerequisite: Admission to RNBS program

NRS 303 RN Transition Course III: Chronic Illness
3 credits
This course introduces the RN to concepts that underlie evidence-based nursing practice with persons and families who live with chronic conditions across the life span in major ethnic groups within Oregon. The client and family’s “lived experience” of the illness, coupled with clinical practice guidelines and extant research evidence are the basis for practice in providing care to the chronically ill. Case exemplars include children with asthma, adolescent with a mood disorder, Type II diabetes, and older adults with dementia, as well as exemplars from the learners practice. Includes online and/or face-to-face class sessions, as well as directed learning experiences.
Prerequisites: NRS 301, NURS 372. Concurrent: NURS 304

NRS 304 RN Transition Course IV: Chronic Illness & End of Life
3 credits
The course focuses on evidence-based nursing interventions to support symptom management, and family care giving in chronic illness and at end of life. Ethical issues related to advocacy, self-determination, and autonomy is examined, as are the knowledge and skills required for complex symptom management, and collaborating in interdisciplinary teams. The impact of individual and family developmental stages and spiritual and cultural beliefs are explored in the context of client and family centered comfort and palliative care. Exemplars include patients with chronic mental illness and other trajectories reflecting chronic illness and disabilities affecting functional status and family relationships. Includes classroom and/or online sessions as well as directed learning experiences.
Prerequisites: NRS 301, NURS 372. Concurrent with NRS 303
NURS305/405 Reading and Conference
1-2 credits
Prerequisites: None

NURS307/407 Seminar
1-2 credits
Prerequisites: None

NURS 309/409 Practicum
2 credits
Prerequisites: None

NURS 309C Labor and Delivery Practicum
2 credits
Prerequisites: None. Restrictions: Graduate Entry Students only

NRS 331 Foundations of Nursing in Chronic Illness and End-of-Life
9 credits
This course begins with assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The evidence base related to family caregiving and symptom management is a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Complex skills associated with symptom management, negotiating in interdisciplinary teams, and the impact of individual and family development cultural beliefs are included in the context of client and family-centered care. Exemplars include patients with chronic mental illness and well as other chronic conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences.
Prerequisites: NRS 210; NRS 230, NRS 232; Concurrent with NRS 231 and NRS 233.

NRS 332 Foundations of Nursing in Acute Care & End-of-Life
12 credits
This course focuses on care of patients across the life span who require acute care, including normal childbirth and introduction to more complex and/or unstable patient care situations. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. The evidence base supporting appropriate focused assessment and effective, efficient nursing interventions is explored. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Case scenarios incorporate prioritizing care needs, delegation and supervision, family & patient teaching for discharge planning or end-of-life care. Includes classroom and clinical learning experiences.
Prerequisites: NRS 210; NRS 331; NRS 230, NRS 231, NRS 232, NRS 233.

NURS 352 Introduction to Evidence Based Practice
3 credits
This course introduces RNs to current thinking in the profession regarding using research evidence as a basis for nursing practice. This course is the transition course for RNs returning to nursing school. This RNBS transition course provides students with skills and understanding to question standard nursing practices, seek evidence to evaluate practice, and appraise the evidence to determine which practices yield the best client outcomes.
Prerequisites: None

NURS 354 Chronic Illness/Family
4 credits
The purpose of this course is to provide a foundation for concepts that underlie evidence-based nursing practice with persons and families who live with chronic conditions presented across the life span.
Prerequisites: First summer quarter courses as taught on each campus

NURS 356 End of Life/Family
4 credits
This course examines the theoretical and research foundations of care for patients and families across the lifespan during the transition at the end of life. Concepts of palliative and supportive nursing care within an interdisciplinary team model are emphasized. Students will explore physical, psychosocial and spiritual responses in progressive illness, dying, and death.
Prerequisites: First summer quarter courses as taught on each campus

NURS 360 Health Assessment
3 credits
This course provides the basis for health assessment of individuals across the lifespan.
Prerequisites: None. Taken concurrently with NURS 361

NURS 361 Health Assessment/Health Promotion Practicum
2 credits
This practicum is designed to provide the student with laboratory and clinical experience across the lifespan, to develop beginning competency in therapeutic communication, comprehensive health assessment, and coaching clients for health promotion. Practice experiences are specifically designed to achieve the competencies in each of the concurrent theory courses.
Prerequisites: None. Taken concurrently with NURS 360, NURS 362, and NURS 370.
NURS 362 Health Promotion
2 credits
This course emphasizes the nurse's role and required skills in health promotion and the development of individual and family self-care competencies, and their relationships within the community. The range of health determinants throughout the lifespan and those lessons learned in the scholarship of application to reduce health risks and enhance protective factors will be addressed. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health coaching efforts. A variety of direct care experiences in varied settings will be designed to enrich student skill and knowledge of context.
Prerequisites: None. Taken concurrently with NURS 360, NURS 361, and NURS 370.

NURS 368 Introduction to Clinical Nursing
3 credits
This course focuses upon the knowledge and conceptual bases for beginning therapeutic nursing interactions with and interventions for clients. The course content builds upon knowledge of humanity, communication, and previous and/or concurrent courses.
Prerequisites: First summer quarter courses as taught on each campus. Taken concurrently with NURS 369.

NURS 369 Introduction to Clinical Nursing: Practicum
4 credits
This course focuses upon the development of beginning therapeutic nursing interactions and interventions with patients/clients. Students learn the practice application of cognitive, psychomotor, technical and interpersonal skills with individual patient/clients in the health care setting.
Prerequisites: First summer quarter courses as taught on each campus. Taken concurrently with NURS 368.

NURS 370 Foundations for Nursing Practice
2 credits
This course introduces the student to the ethical, legal, and interpersonal foundations of nursing practice. Students will be provided with guided learning activities in order to develop beginning level competence in developing professional relationships with clients across the lifespan and representing diverse populations, monitoring their own practice with regard to standard guidelines, finding and using evidence to support clinical decisions, and thinking critically about external forces that influence nursing practice.
Prerequisites: None. Taken concurrently with NURS 360, NURS 362, and NURS 361

NURS 372 Pathophysiological Processes: A Foundation for Nursing Practice
3 credits
This course provides an introduction to pathophysiological processes that underlie many different disease states and health deviations across the lifespan. Human responses to these pathophysiological processes will be explored to provide a foundation for nursing practice.
Prerequisites: First summer quarter courses as taught on each campus

NURS 374 Clinical Pharmacology
3 credits
This course provides a basic theoretical framework for pharmacodynamics and pharmacokinetics and their application to nursing. The content focuses on nursing implications relevant to pharmacology, including application across diverse populations, elements of clinical decision making, safe nursing practice, and establishing and monitoring client outcomes.
Prerequisites: None

NURS 384 Nursing Care of Adults with Physiological Alterations
4 credits
This course focuses on the analysis, integration, and evaluation of the scientific knowledge underlying the nursing management of human responses of adults to potential or actual physiological alterations in health status. This course emphasizes clinical decision making in setting priorities and in selecting therapeutic interventions across the trajectory of health and illness. The effect of multiple interacting environments upon the ill adult are examined.
Prerequisites: First Summer and Fall terms, taken concurrently with NURS 385.

NURS 385 Nursing Care of Adults with Physiological Alterations: Practicum
5 credits
This course promotes the application of scientific knowledge in the diagnosis and management of human responses of adults to potential or actual physiological alterations in health status. The clients are primarily hospital-based, physiologically unstable adults with diverse characteristics. Continuity of care across the trajectory of health and illness is emphasized. The effect of multiple interacting environments upon the nurse-patient relationship are examined.
Prerequisites: First Summer and Fall terms, NURS 384 or taken concurrently.

NURS 386 Nursing Care of Families during Health and Illness
4 credits
This course examines the theoretical and research foundations of family as context and client. Exemplars include developmental theories, clinical decision making in health and illness. Concepts of therapeutic nursing interventions with families who are childbearing are emphasized.
Prerequisites: First Summer and Fall terms, Taken concurrently with NURS 387.

NURS 387 Nursing Care of Families during Health and Illness Practicum
5 credits
This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.
Prerequisites: First Summer and Fall terms, NURS 386 or taken concurrently.
NRS 410 Population-Based Care: Chronic Illness and Health Promotion
9 credits
This course is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health at the community and population level. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and other social sciences and compliments the concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze population-based health issues and conduct community assessments; and explore population-based interventions. Exemplars are selected from priority concern areas and local population needs, such as methamphetamine abuse and HIV. Includes classroom and clinical experiences.
Prerequisites: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, NRS 232, NRS 233, NRS 234/232; and NRS 221/231. For Accelerated Baccalaureate Students only: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, NRS 331, NRS 332, NRS 412A

NRS 411 Epidemiology
3 credits
Examines the determinants of death, disease, disability, disorders and disillusionment in humankind. Introduces principles and methods of epidemiologic investigation. Examines how properly conducted studies contribute to understanding of etiologic factors, modes of transmission, and pathogenesis. Explores social and structural determinants of the five D's and their implications for policy and nursing practice. Prerequisite or concurrent enrollment: Statistics.

NRS 412 Leadership and Outcomes Management in Nursing
10 credits
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing influences client care, its own practice Collect and use of outcomes data to provide evidence for practice changes in a variety of settings, and the larger health care delivery system. Includes classroom and clinical learning experiences.
Prerequisites: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, NRS 232, NRS 233, NRS 221/231, and NRS 222/232

NRS 412A & 412B Leadership and Outcomes Management in Nursing
6 credits (3 credits each term)
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing influences client care, its own practice Collect and use of outcomes data to provide evidence for practice changes in a variety of settings, and the larger health care delivery system. Includes classroom and clinical learning experiences.
Prerequisites: NRS 210; NRS 230, NRS 231, NRS 232, NRS 233, and NRS 331.

NRS 424 Clinical Immersion I
10 credits
A continuation of NRS 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing influences client care, its own practice Collect and use of outcomes data to provide evidence for practice changes in a variety of settings, and the larger health care delivery system. Includes classroom and clinical learning experiences. Faculty/ preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience. Students who have completed NRS 224 as part of the OCNE AAS Curriculum enroll for 6 credits.
Prerequisites: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230,231,232, 233, NRS 222/232; NRS 221/231, NRS 410, NRS 411, NRS 412.

NRS 425 Clinical Immersion II
10 credits
A continuation of NRS 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. The experience focuses on complex clinical judgments, interdisciplinary team functioning and leadership, and the development of habits for lifelong learning. Faculty/ preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience. Students who have completed NRS 224 as part of the OCNE AAS Curriculum enroll for 6 credits.
Prerequisites: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230,231,232, 233, NRS 222/232; NRS 221/231, NRS410, NRS 410, NRS 411, NRS 412.

NRS 435 Clinical Immersion
12 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary for practice of nursing with a selected population. The experience focuses on complex clinical judgments, interdisciplinary team functioning and leadership, and the development of habits for lifelong learning. Faculty/ preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience. Students who have completed NRS 224 as part of the OCNE AAS Curriculum enroll for 6 credits.
Prerequisites: NRS 210; NRS 230, 231, 232, 233; NRS 331, NRS 332, NRS 410; NRS 411; NRS 412A and 412B.

NURS 471 Clinical Focus Practicum
5-7 credits
This course examines selected psychosocial and physiological processes and their relationship to caring and caring therapeutics in clinical nursing practice. This course provides opportunities to explore multiple nursing roles, apply therapeutic interventions, think critically, and communicate skillfully with multiple clients in designated settings. Prerequisites: Successful completion of the first year of upper division coursework.

NURS 471C Clinical Focus Immersion (Portland campus only)
7 credits
This course examines selected psychosocial and physiological processes and their relationship to caring and caring therapeutics in clinical nursing practice. This course provides opportunities to explore multiple nursing roles, apply therapeutic interventions, think critically, and communicate skillfully with multiple clients in designated settings.
Prerequisites: Successful completion of the first year of upper division coursework.
NURS 472 Leadership and Management in Nursing
3 credits
This course analyzes concepts related to nursing leadership and management in the context of health care delivery systems, and examines leadership and management roles in relationship to tradition, change, and socially responsible nursing practice.
Prerequisites: students must have completed first summer and fall quarter courses as taught on each campus.

NURS 474 Health Policy in Nursing
3 credits
This course analyzes health and social policy, and examines relationships among sociocultural, political, economic, technological, environmental, ethical, and legal factors as they impact nursing practice, health care delivery, and public policy.
Prerequisites: students must have completed first summer and fall quarter courses as taught on each campus.

NURS 476 Ethics in Nursing
3 credits
This course introduces the student to the analysis of ethical issues and dilemmas that arise in nursing practice and in health care systems. Emphasis is on values clarification; models for ethical decision making; collaborative approaches to analysis of ethical dilemmas; consideration of relevant legal aspects; and related documents that guide professional practice. Legal aspects of nursing practice are explored.
Prerequisites: Students must have completed first summer and fall quarter courses as taught on each campus.

NURS 484 Mental Health Nursing
4 credits
This course examines the theoretical and research bases for mental health nursing of vulnerable populations across the lifespan. Mental health problems of individuals, families and groups are explored within their environmental and cultural context. Emphasis is on the self-reflective aspect of critical thinking as it pertains to therapeutic interventions and interpersonal relationships.
Prerequisites: First summer and first fall quarter as taught on each campus. (Usually taken concurrently with NURS 485).

NURS 485A-C Mental Health Nursing: Practicum
5 credits
This course provides experiences in delivering nursing care to selected vulnerable populations. Students apply critical thinking skills and knowledge to mental health nursing interventions with diverse clients. This course is offered either as one practicum course or as a series over three quarters in the Junior and Senior year. Sequencing varies by campus
Prerequisites: First summer and first fall quarter as taught on each campus. NURS 484 or may be taken concurrently.

NURS 486 Community & Public Health Nursing
4 credits
This course is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health at the community and population level. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, epidemiology, and other social sciences. Students will examine frameworks of community and public health nursing, analyze population-based health issues, conduct community assessments, and explore population-based interventions. Exemplars are selected from priority concern areas and local population needs.
Prerequisites: NURS 487 is usually taken concurrently; Two of the three following course sets: NURS 484 and 485; NURS 386 and 387; NURS 384 and 385; also NURS 354 and 356; and first summer and first fall quarter as taught on each campus.

NURS 487 Community & Public Health Nursing Practicum
5 credits
This course examines community health nursing as a synthesis of knowledge and practice from nursing, public health, and other disciplines to enhance the quality of life through health promotion and disease prevention at the community level. Students identify health issues for selected populations, and plan assessment, intervention, and evaluation strategies for use with individuals, families and aggregates
Prerequisites: NURS 486 or may be taken concurrently; Two of the three following course sets: NURS 484 and 485; NURS 380, 386 and 387; NURS 384 and NURS 385; also NURS 354 and 356; and first summer and first fall quarter as taught on each campus.

NURS 488A Reflective Nursing Practice
2 credits
This course aims at synthesizing the professional nursing role behaviors essential for the care of patients in complex care environments. Students will utilize knowledge and skills gained in their previous coursework to further refine reflective and critical thinking, communication skills and leadership and organizational competencies. Synthesis will be facilitated through key reading, class discussion, small work group work, and presentations. Students will be evaluated not only on their individual work but also on their ability to work effectively within groups.
Prerequisites: Successful completion of the first year of upper division coursework

NURS 488B Reflective Nursing Practice
2 credits
This course aims at synthesizing the professional nursing role behaviors essential for the care of patients in complex care environments. Students will utilize knowledge and skills gained in their previous coursework to further refine reflective and critical thinking, communication skills and leadership and organizational competencies. Synthesis will be facilitated through key reading, class discussion, small work group work, and presentations. Students will be evaluated not only on their individual work but also on their ability to work effectively within groups.
Prerequisites: Successful completion of the first year of upper division coursework

NURS 489 Reflective Nursing Practice: Practicum
7-9 credits
This course provides opportunity for synthesis and evaluation of professional nursing role behaviors essential to care of clients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking and communication skills and the integration of a range of therapeutic interventions into nursing practice, including those appropriate to individual clients, their families/significant others, and relevant population-based groups.
Prerequisites: All other upper division nursing major courses.
Graduate Course Descriptions

Community & Public Health

CPH 505 Reading and Conference
1-3 credits
Prerequisites: None

CPH 507A Current Issues in Public Health
3 credits
This seminar focuses on the scope of practice of public and community health professionals. The seminar provides an opportunity to discuss current and often controversial public health issues. Two specific foci of the seminar will be: 1) assessment and intervention with underserved and vulnerable populations at risk for and experiencing health disparities; and 2) health risk communication.
Prerequisites: Graduate standing

CPH 507B International Perspectives on Public Health
3 credits
This course is a cultural immersion experience that targets public health in another country, which will be approached from a variety of perspectives. It is being offered in cooperation with an in-country sister school. The learning experiences will include: observations of the health care system in public and private settings, community and university clinics, and centers for traditional medicine; didactic seminars on alternative medicine therapies; the role of practicing nurses and other health professionals; overviews of the country's health care system; and opportunities to meet leaders in nursing and the public health care system as well as other students in both formal and informal settings. Field trips to points of cultural interest will also be included.
Prerequisites: None

CPH 509A Graduate Internship in Public Health
6 credits
The purpose of the graduate internship is to provide students with a work-related experience designed to integrate theory and practice in an applied setting under supervision. The internship experience permits the student to demonstrate her/his ability to apply knowledge of theory and practice to specific activities in a real-world setting. The internship provides students with a professional experience where they can apply existing and new skills and become more socialized into the field of community/public health. Existing skills are those the student brings from his/her life experience and previous education. New skills include those the student has gained through her/his educational experience in the MPH program. Socialization occurs through mentoring of the student in the work site and professional arena by the preceptor for the internship.
Prerequisites: None

CPH 509B Cultural Competence in Health and Healing Practicum
1 credit
This course is a practicum that gives students experience with working with an underserved minority group. The learning experiences will include: observations of the primary health care delivery in a community based primary care clinic.
Prerequisites: None

CPH510 Research Methods and Evidence-Based Practice
4 credits
The purpose of this course is to enhance students' abilities to comprehend, critique, and apply research methodology and research-based evidence in a variety of advance practice settings. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats.
Prerequisites: CPH 530; may be concurrent.

CPH 512A Critical Analysis of Health Disparities
4 credits
This course will critically analyze the complexity of health disparities rooted in multiple levels of historic and contemporary inequities. These levels include health care systems, health policies and health care professionals. The critical thinking process throughout the course will emphasize ethical considerations. Existing multi-level intervention strategies aimed at eliminating health disparities will be assessed.
Prerequisites: Graduate standing.

CPH 530 Introduction to Biostatistics
4 credits
This course covers a broad range of basic statistical methods used in the health sciences. The course begins by covering methods of summarizing data through graphical displays and numerical measures. Basic probability concepts will be explored to establish the basis for statistical inference. Confidence intervals and hypothesis testing will be studied with emphasis on applying these methods to relevant situations. Both normal theory and nonparametric approaches will be studied including one- and two-sample tests of population means and tests of independence for two-way tables. Students will be introduced to one-way analysis of variance (ANOVA), correlation, and simple linear regression. The course focuses on understanding when to use basic statistical methods, how to compute test statistics and how to interpret the results. Computer applications (using SPSS) are included as part of the course to introduce students to basic data management, reading output from computer packages, interpreting and summarizing results.
Prerequisites: None

CPH 533/633 Epidemiology Survey
3 credits
Basic epidemiologic principles applicable to infectious and non-infectious diseases, host-agent-environmental relationships, and theories of disease causation will be reviewed. Students will gain familiarity with epidemiologic tools such as incidence, prevalence, mortality, natality, and other rates and ratios. Data sources, program evaluation, screening evaluation, sources of bias, sampling methods, and basic study design types and characteristics will be covered.
Prerequisites: CPH530
CPH 535 Principles and Practices of Public Health
4 credits
This course presents several key theoretical principles and practices of public health. Using a case-based format, the course will examine six competencies of public health practice identified by the Academic Council on Linkages including familiarity with the Core Functions and Essential Services of public health; facility in grant-writing; the relationship of the legal and political systems to public health; interpretation of public health data for public use; pitfalls of policy-making; and the ethics of public health practice and study design. In-depth examination of these issues will prepare the student for leadership roles in community and in public health.
Prerequisites: CPH507A; CPH510; CPH512.

CPH 537 Principles of Health Behavior
3 credits
This course provides students with the opportunity to examine the psychosocial, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are also examined. The course also presents ethical principles of professional and personal concern to health educators.
Prerequisites: Graduate standing.

CPH 539 Concepts of Environmental and Occupational Health
3 credits
This course is designed to introduce graduate students in the Oregon MPH program to basic concepts and issues in environmental and occupational health. Environmental and occupational hazards that affect human health are examined in the context of current social, political, and regulatory pressures. Topics include environmental and emerging disease, environmental toxicology, risk assessment, occupational health, food protection, drinking water safety, solid and hazardous waste disposal, indoor and outdoor air pollution, radiation, and pests and pesticides. Global environmental health issues are included as time permits.
Prerequisites: None

CPH 540 Health Systems Organization
3 credits
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in the organization, financing, and delivery of health services. The primary focus of this course is the systemic aspects of health services production and delivery. Specialized systems develop and how various system configurations can and do affect the outputs and outcomes of those systems. The focus is on the United States, with international financed and managed; how health care resources are and can be produced; how health services are and can be provided, paid for, accessed, and consumed; an increased understanding of the organization of health services delivery systems in modern societies: how such systems are and can be organized, conceptual models for understanding the current health system, its strengths, and areas for improvement. As a result of this course, students will develop well as their interactions with the larger social, cultural, economic and political environments in which they exist. The emphasis is on using different conceptual models for understanding the current health system, its strengths, and areas for improvement. As a result of this course, students will develop an increased understanding of the organization of health services delivery systems in modern societies: how such systems are and can be organized, financed and managed; how health care resources are and can be produced; how health services are and can be provided, paid for, accessed, and consumed; and how various system configurations can and do affect the outputs and outcomes of those systems. The focus is on the United States, with international comparisons used to illustrate similarities and differences.
Prerequisites: None

Nursing

NURS 503 Master's Research/Practice Improvement Project
1-3 credits
In this course, students conduct a data-based project under the supervision of School of Nursing faculty. Critical elements include the design, analysis, interpretation, and reporting of data. Students collaborate with an investigator using either data from an IRB-approved study, or a quality improvement initiative at a clinical agency. Students in the MS/PhD program may elect to conduct a pilot study with the approval of their advisor, preliminary to their dissertation research. The outcomes of the MRP/PIP may take the form of a formally written report, a co-authored manuscript for publication, or an individual NRSA (F31) application.
Prerequisites: NUR 510; completion of RCR and HIPAA research module.

NURS 505 Reading and Conference
1-3 credits
Prerequisites: None

NURS 506 Special Projects
1-3 credits
Prerequisites: None

NURS 507A Current Issues in Public Health
3 credits
This seminar focuses on the scope of practice of public and community health professionals. The seminar provides an opportunity to discuss current and often controversial public health issues. Two specific foci of the seminar will be: 1) assessment and intervention with underserved and vulnerable populations at risk for and experiencing health disparities; and 2) health risk communication.
Prerequisites: None

NURS 507B Fundamentals of Teaching Nurse-Midwifery Students
3 credits
This course is designed as an overview of fundamental principles classroom and clinical teaching applied to the education of nurse-midwives. Content will include principles of adult learning, teaching and learning styles, clinical supervision and mentoring, competency based education and evaluation of learning. Required for all nurse-midwifery students.
Prerequisites: None

NURS 507CA Basic Principles of Anesthesia I (see NURS 531)

NURS 507CB Basic Principles of Anesthesia II (see NURS 532)
Prerequisites: NURS 554; NURS 555

Clinical seminars will be used to synthesize theoretical and research perspectives on best practices for care of geriatric persons. Students will be assigned to common illnesses will be addressed in a variety of clinical settings such as nursing homes, hospice, adult day care, hospital and community based clinics.

NURS 509A Practicum in Population Health Management
2-12 credits
Course description to be developed between faculty and student taking this clinical practicum. Open number for practicum hours to be counted for academic credit. Does not replace required practicum in specialty program of study. Used for special situations in which a student requires additional practicum hours to be counted for academic credit.
Prerequisites: None

NURS 509B CNS Practicum
2-6 credits
This practicum course provides opportunities for graduate students to explore the clinical nurse specialist (CNS) role and to develop ongoing therapeutic relationships with clients or aggregates. Students implement aspects of the CNS role that focus on building expertise in therapeutics for nursing specialties. Students carry a caseload of clients or aggregates.
Prerequisites: NURS 510 and NURS 522. NURS 509B may be taken concurrently to NURS 522 with faculty permission only.

NURS 509E Geriatric Nurse Practitioner Practicum
1-3 credits
This course focuses on clinical decision making for care of elderly persons in a variety of care facilities. Both health promotion and management of selected common illnesses will be addressed in a variety of clinical settings such as nursing homes, hospice, adult day care, hospital and community based clinics. Clinical seminars will be used to synthesize theoretical and research perspectives on best practices for care of geriatric persons. Students will be assigned to clinical sites with preceptor guidance and faculty supervision.
Prerequisites: NURS 554; NURS 555
COURSE DESCRIPTIONS

NURS 509CA Basic Principles of Anesthesia I Lab
1 credit
This laboratory course is designed to compliment the didactic course, Basic Principles of Anesthesia I, by providing students with hands-on experiences in a controlled, simulated clinical environment.
Prerequisites: Admission to Nurse Anesthesia Program. Concurrent: NURS 531

NURS 509CB Basic Principles of Anesthesia II Lab
1 credit
This laboratory course is designed to compliment the didactic portion, Basic Principles of Anesthesia II, by providing students with hands-on experiences in a controlled, simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.
Prerequisites: NURS 509CA, NURS 531. Concurrent: NURS 532

NURS 509CC Advanced Principles of Anesthesia I Lab
1 credit
This laboratory course is designed to complement the didactic portion, Advanced Principles of Anesthesia I, by providing students with hands-on experiences in a controlled, simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.
Prerequisites: NURS 509CB, NURS 532. Concurrent: NURS 533

NURS 509CD Advanced Principles of Anesthesia II Lab
2 credits
This laboratory course is designed to complement the didactic portion, Advanced Principles of Anesthesia II, by providing students with hands-on experiences in a controlled, simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.
Prerequisites: NURS 509CC, NURS 533. Concurrent: NURS 534

NURS 509CE Advanced Clinical Practicum in Anesthesia I
6 credits
This initial clinical practicum course introduces the student to the practice of nurse anesthesia in the clinical setting. Under direct supervision, students acquire the basic and advanced knowledge and skills that will serve as the foundation for nurse anesthesia clinical practice. High fidelity simulation experience is utilized to enhance the requisite knowledge and skills for entry nurse anesthesia practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.
Prerequisites: NURS 509CD, NURS 534, and NURS 537

NURS 509CF Advanced Clinical Practicum in Anesthesia II
12 credits
This second clinical practicum course expands the student's understanding of the practice of nurse anesthesia in the clinical setting. With continual guidance, students apply basic and advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. High fidelity simulation experience is utilized to refine the requisite knowledge and skills for daily nurse anesthesia practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.
Prerequisites: NURS 509CE

NURS 509CG Advanced Clinical Practicum in Anesthesia III
12 credits
This third clinical practicum course enhances the student's understanding of the practice of nurse anesthesia in the clinical setting. With moderate guidance, students begin to integrate advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. High fidelity simulation experience is utilized to refine the requisite knowledge and skills for daily nurse anesthesia practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.
Prerequisites: NURS 509CF

NURS 509CH Advanced Clinical Practicum in Anesthesia IV
12 credits
This fourth clinical practicum course refines the student's understanding of the practice of nurse anesthesia in the clinical setting. With minimal guidance, students integrate advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. High fidelity simulation experience is utilized to refine the requisite knowledge and skills for daily nurse anesthesia practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.
Prerequisites: NURS 509CG

NURS 509CI Advanced Clinical Practicum in Anesthesia V
12 credits
In this final clinical practicum course the student synthesizes understanding of the practice of nurse anesthesia in the clinical setting. With rare prompting, students integrate and evaluate the advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. High fidelity simulation experience is utilized to refine the requisite knowledge and skills for daily nurse anesthesia practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.
Prerequisites: NURS 509CH

NURS 507D Practicum in Nurse-Midwifery Education
2 credits
The course is designed to provide practicum experience in nurse-midwifery education for second year nurse-midwifery students. Students will be given the opportunity, with direct supervision of faculty to develop and present classroom materials, to supervise first year students in selected clinical situations and to develop both classroom and clinical evaluation tools.
Prerequisites: None
NURS 509GG: Clinical Practica with Older Adults
0-7 credits
This course provides the potential for clinical placements in students' home communities throughout the year, dependent on appropriate supervision. In addition, clinical intensives will be offered in specialty clinics at the OHSU Portland campus and will provide opportunities for in-depth advanced practice experiences with clients experiencing a variety of conditions, including dementia, depression, frailty, incontinence, and end-of-life issues.

NURS 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults
1-6 credits per term, total of 4-13 across program
In the collaborative forum of N509K, students will synthesize the knowledge and skills they acquire throughout their program of study. This synthesis will serve to prepare the student to enact the role of PMHNP in diverse clinical settings with a variety of psychiatric patient populations. Case presentations will form the basis of instruction, with journal discussions, process recordings and/or role play, and relevant topics infused throughout the term. Students will also discuss general issues that arise in their concurrent clinical placements.
Prerequisites: NURS 571B or permission of faculty

NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child & Adolescent
1-6 credits per term, total of 4-13 across program
In the collaborative forum of N509KC, students will synthesize the knowledge and skills they acquire throughout their program of study. This synthesis will serve to prepare the student to enact the role of PMHNP in diverse clinical settings with a variety of psychiatric child/adolescent populations. Case presentations will form the basis of instruction, with journal discussions, process recordings and/or role play, and relevant topics infused throughout the term. Students will also discuss general issues that arise in their concurrent clinical placements.
Prerequisites: NURS 571A or permission of faculty

NURS 509L Practicum in Antepartum and Postpartum Management
2 credits
This course focuses on clinical application of content from NURS 584: Antepartum and Postpartum Management. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty. Weekly clinical seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.
Prerequisites: Prerequisites: NURS 584

NURS 509M Practicum in Nurse-Midwifery Management of the Intrapartum Period
3 credits
This course focuses on clinical application of content from NURS581: Nurse-Midwifery Management of the Intrapartum Period. Students will continue the previous term's work in antepartum management while adding clinical experience in inpatient assessment and the management of labor and delivery. Weekly clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using exemplars from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision. Required for Nurse-Midwifery students.
Prerequisites: NURS 581

NURS 509N Practicum in Nurse-Midwifery Management I
3 credits
This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period. Emphasis is on essential content basic to the provision of skilled intrapartum care as well as advanced skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included.
Prerequisites: NURS 509M

NURS 509O Practicum in Advanced Women's Health Care Management
2 credits
This practicum is designed to build upon management and clinical skills in antepartum, postpartum, and gynecological areas for an advanced practicum experience. The course is intended to be taught over several terms, with an individualized plan of study designed in conjunction with the course coordinator. The site in which the practicum is conducted will reflect the student's and course coordinator's joint assessment of learning needs in preparation for the advanced practicum placement.
Prerequisites: NURS 515 A&B, NURS 518; and NURS 588

NURS 509P Practicum in Nurse-Midwifery Management II
3 credits
This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision. Required for Nurse-Midwifery students.
Prerequisites: NURS 509N

NURS 509Q Advanced Practicum in Nurse-Midwifery
9 credits
This advanced practicum experience provides an opportunity for the student to explore professional issues related to nurse-midwifery in an off-campus site. This experience is designed to develop breadth and depth in complex clinical decision making essential for beginning nurse-midwifery practice.
Prerequisites: All midwifery course work.

NURS 509R Practicum in Family Primary Care Management I
2 credits
This course applies content from NURS 517, Health Promotion and Health Assessment. Health assessment, health promotion, and basic management of common illnesses will be addressed in a variety of clinical settings appropriate to the student's specialty focus. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences.
Prerequisites: NURS 517 and NURS 518. Concurrent with NURS 520.
NURS 509S Practicum in Family Primary Care Management II
4 credits
This course will consist of an assigned clinical experience in a primary care setting under the guidance of an expert preceptor. The expectation for this second practicum will be for students to refine their history, physical exam, and differential diagnosis skills related to acute and common chronic problems of children, adults, and families. Weekly seminars will facilitate the reflection, synthesis, and integration of program course work and clinical experiences.
Prerequisite: NURS 509R. Concurrent with NURS 521A.

NURS 509T Practicum in Family Primary Care Management III
6 credits
This course will consist of an assigned clinical experience in a primary care setting under the guidance of an expert preceptor. The expectations for this third practicum will be the continued refinement of history, physical exam, and differential diagnosis skills related to acute and chronic health problems of children, adults, and families. Emphasis will be placed on the development of clients' management plans. Weekly seminars will facilitate the reflection, synthesis, and integration of program course work and clinical experiences.
Prerequisites: NURS 509S. Concurrent with NURS 521B

NURS 509U Practicum in Family Primary Care Management IV
8 credits
This course will consist of an assigned clinical experience in a primary care setting under the guidance of an expert preceptor. The expectation for this forth practicum will be for students to continue to refine their history, physical exam, differential diagnosis, and management skills related to acute and common chronic problems of children, adults, and families. In addition, students will be expected to develop history, exam, diagnosing and management skills with complicated client presentations. Weekly seminars will facilitate the reflection, synthesis, and integration of program course work and clinical experiences.
Prerequisites: NURS 509T. Concurrent with NURS 521C.

NURS 509W Antepartum and Postpartum Management for Family Nurse Practitioners
1 credit
This course is the clinical application of NURS 584 Antepartum and Postpartum management for FNP's. The course will focus on the critical analysis and application of evidence based practice relevant to the management of childbearing families during the antepartum and postpartum periods. Particular attention is given to differentiating common complaints from complications in antepartum/postpartum. Variables that predict increased risk for adverse obstetrical outcomes will be stressed. Specific health care needs and beliefs of culturally diverse populations are addressed.
Prerequisites: NURS 584

NURS 509Y Primary Care Practicum for Nurse-Midwives
1 credit
This course focuses upon clinical application of content from Nurs585 Primary Care for Nurse Midwives. Students will be assigned to primary care clinical sites with preceptor guidance and faculty supervision. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. This is a required course for midwifery students.
Prerequisites: NURS 515 A&B, NURS 517, NURS 519 A&B

NURS 510 Research Methods and Evidence-Based Practice
4 credits
The purpose of this course is to enhance students' abilities to comprehend critique and apply research methodology and research-based evidence in a variety of advance practice settings. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats.
Prerequisites: Statistics

NURS 512 A Critical Analysis of Health Disparities
4 credits
This course will critically analyze the complexity of health disparities rooted in multiple levels of historic and contemporary inequities. These levels include health care systems, health policies and health care professionals. The critical thinking process throughout the course will emphasize ethical considerations. Existing multi-level intervention strategies aimed at eliminating health disparities will be assessed.
Prerequisites: None

NURS 514 Health Promotion and Health Protection
3 credits
This course emphasizes assessment and management of health promotion and protection with individuals, families, or communities throughout the lifespan. It examines research-based strategies, nursing interventions and theoretical frameworks for advanced nursing practice.
Prerequisites: None

NURS 515A Advanced Physiology/Pathophysiology I
3 credits
This foundational course uses physiological concepts as a basis for understanding pathophysiological processes across the life span. Pathophysiological processes are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based processes (e.g., pain). Emphasis is placed on the physiological and pathophysiological base for managing clinical problems. A working knowledge of undergraduate anatomy, physiology, and pathophysiology is assumed.
Prerequisites: None

NURS 515B Advanced Physiology/Pathophysiology II
3 credits
This sequel to NURS 515A continues emphasis on the physiological and pathophysiological base for managing clinical problems. The course addresses additional pathophysiological processes.
Prerequisites: NURS 515A
NURS 516B Health Care Systems Management and Improvement
3 credits
This course focuses on health care organizations and systems from the perspective of managing processes and improving service delivery. Content includes consideration of the impact of organizational culture, budget and costing of services, reimbursement policies, regulations, and union/non-union environments on health care delivery. Students become familiar with various applications and approaches used for quality improvement and risk management.
Prerequisites: None.

NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing
4 credits
This course focuses on development of clinical decision making skills in the process of health assessment. The course provides advanced theory in the assessment of an individual within the context of the family, psycho-social-cultural considerations, functional ability and developmental stage. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests.
Prerequisites: None.

NURS 518 Reproductive Health Care Management
3 credits
This course focuses upon the application of research, theory, and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology.
Prerequisites: None. Concurrent: NURS 518C.

NURS 518C Reproductive Health Care Management Lab
1-2 credits
This course focuses upon the application of research, theory, and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology. 2 credits didactic; 1 credit clinical
Prerequisites: None Concurrent: NURS 517 and NURS 518.

NURS 519A Applied Pharmacology I
3 credits
This foundational course addresses pharmacotherapeutics for advanced nursing practice with children and adults, including pharmacokinetics, pharmacodynamics, and individualization of drug therapy; adverse effects and drug interactions of common drug classes. Outcomes of drug therapy, ethics, approaches to patient adherence and education regarding medication therapy are examined. Oregon State Board of Nursing and federal regulation of prescribing are also included.
Prerequisites: NURS 515A or permission of faculty of record.

NURS 519B Applied Pharmacology II
2 credits
This course builds upon the principles of prescribing by analysis of common drug classes used in advanced practice nursing with adults and children. Factors affecting successful therapy such as effectiveness, safety, acceptability, cost, alternative regimens and patient behavior are analyzed.
Prerequisites: Graduate student status and NURS 519A. Other students need permission from the course coordinator.

NURS 520 Family Primary Care Management I
3 credits
This course focuses on clinical decision making in the assessment and management of simple acute primary care health problems across the lifespan. Application of the process for clinical decision making (i.e., hypothesis formulation and hypothesis testing) is made using common primary care problems.
Prerequisites: NURS 514, NURS 515A, NURS 517. Concurrent with NURS 509R and NURS 515B.

NURS 521A Family Primary Care Management II
4 credits
This course focuses on management of acute and common chronic health problems of children, adults (including the elderly), and families encountered in primary care settings. An evidence-based approach, guided by theoretical considerations, current research, national guidelines, and clinical expertise will provide the framework for the course.
Prerequisites: NURS 509R, NURS 514, NURS 515A, NURS 517, NURS 518, and NURS 520. Concurrent with NURS 509S.

NURS 521B Family Primary Care Management III
5 credits
This course focuses on management of chronic health problems and more complicated acute health problems of children, adults including the elderly, and families encountered in primary care settings. An evidence-based approach, guided by theoretical considerations, current research, national guidelines, and clinical expertise will provide the framework for the course.
Prerequisites: NURS 521A. Concurrent with NURS 509T.

NURS 521C Family Primary Care Management IV
3 credits
This course focuses on management of chronic and complex health problems of children, adults including the elderly, and families encountered in primary care settings. An evidence-based approach, guided by theoretical considerations, current research, national guidelines, and clinical expertise will provide the framework for the course.
Prerequisites: NURS 521A and NURS 521B. Concurrent with: NURS 509T.

NURS 522 Advanced Practice Nursing Roles and Issues
2 credits
This course examines the components, competencies, and scope of practice of advanced practice nursing roles and selected contemporary, societal, legal, system, and professional issues pertinent to these roles.
Prerequisites: None.
NURS 527 Reflective Clinical Nurse Specialist Practice
4-6 credits
This course enables the clinical nurse specialist (CNS) student to complete clinical practice projects with a selected adult population and to refine practice competencies related to the three spheres of CNS influence.
Prerequisites: None

NURS 531 Basic Principles of Anesthesia I
4 credits
A study of the basic principles of anesthesia practice encompassing the use of specialized equipment and consideration of pharmacology, pathophysiological, as well as chemical and physical concepts applied to problems in the surgery/anesthesia setting.
Prerequisites: Admission to Nurse Anesthesia Program. Concurrent: NURS 509CA

NURS 532 Basic Principles of Anesthesia II
4 credits
This course builds upon content presented in NURS 507CA and includes concepts related to use of a variety of anesthetic techniques and locations.
Prerequisites: NURS 531 and NURS 535. Concurrent: NURS 509CB

NURS 533 Advanced Principles of Anesthesia I
4 credits
In-depth anesthesia knowledge and critical thinking skills are applied to a variety of common problems and conditions that require specialty surgical procedures. The concepts of anesthesia assessment, planning, techniques and pharmacologic interventions are applied to diverse patient populations requiring a variety of surgical specialty procedures.
Prerequisites: NURS 532 and NURS 536. Concurrent: NURS 509CC.

NURS 534 Advanced Principles of Anesthesia II
4 credits
In-depth anesthesia knowledge and critical thinking skills are applied to patients, problems and conditions requiring highly specialized anesthesia or surgical intervention. The concepts of anesthesia assessment, planning, techniques and pharmacologic interventions are applied to patients with acute and chronic pain, obstetric and pediatric patients and patients with catastrophic conditions.
Prerequisites: NURS 533. Concurrent: NURS 509CD

NURS 535 Pharmacology of Anesthetic Agents I
3 credits
This course involves the study of the pharmacokinetics, pharmacodynamics, indications and contraindications of commonly used agents in the practice of anesthesia.
Prerequisites: Admission to the Nurse Anesthesia Program

NURS 536 Pharmacology of Anesthetic Agents II
3 credits
Continuation of NURS 535 this course involves the study of the pharmacokinetics, pharmacodynamics, indications and contraindications of commonly used agents in the practice of anesthesia.
Prerequisites: NURS 531; NURS 535; NURS 509CA

NURS 537 Professional Issues for Nurse Anesthetists
3 credits
The focus of this course is on the identification and analysis of the professional components of nurse anesthesia practice emphasizing role development, medical, ethical and legal responsibilities, scope of practice and standards of care. Other areas that will be explored include quality assurance, legislative process, credentialing, professional organization, historical perspectives and analyzing complex practice models.
Prerequisites: NURS 533, and NURS 509CC. Concurrent: NURS 534 and NURS 509CD

NURS 542 Aging Person and Family: Health Promotion
3 credits
This course will provide the theoretical basis for developing competencies in conducting a comprehensive assessment of the older adult’s health status for the purposes of health promotion, health protection and disease prevention. Assessment of the older adult’s support systems including family will also be introduced as well as intervention strategies for individuals as well as older adult populations.
Prerequisites: NURS 510 or equivalent. Graduate students in advanced practice nursing programs must have completed at least one NURS 509 clinical practicum course with adults.

NURS 543: Understanding and Intervening for Common Geriatric Syndromes
3 credits
This course will provide the theoretical basis for developing competencies related to the diagnostic process, including critical thinking, differential diagnosis, and the integration and interpretation of various forms of data. The development of a plan of care, which will stabilize the health status of the older adult, minimizing physical and psychological complications and maximizing health potential, will also be addressed.
Prerequisites: NURS 510 or equivalent. Graduate students in advanced practice nursing programs must have completed at least one NURS 509 clinical practicum course with adults.

NURS 546: Health Systems in Care of the Older Adult
3 credits
This course provides an overview of the context surrounding advanced nursing practice with older adults. Issues such as the demographics of aging, attitudes regarding aging, healthy aging, family caregiving, health care delivery systems and their impacts on care coordination and health care transitions, various levels of care for older adults, end of life decisions, economic factors, and relevant political policies are examined as they affect the quality of care of older adults. Issues affecting health care delivery to rural versus urban elders as well as other underserved elderly groups will also be addressed.
Prerequisites: NURS 510 or equivalent. Graduate students in advanced practice nursing programs must have completed at least one NURS 509 clinical practicum course with adults.
NURS 544 Human Development in Advanced Nursing Practice
3 credits
This course will refine and advance knowledge of growth and development and apply it to clinical practice with children, adolescents and their families. Physical, psychological, linguistic, cognitive, emotional and moral theories and principles of growth and development will be studied and applied to advanced nursing practice with children and adolescents. Emphasis will be placed on determining the range of normative developmental behaviors and recognizing when behaviors warrant further evaluation. Students will draw from developmental theories to formulate clinical impressions and recommendation. Prerequisites: NURS 571A and NURS 517B or permission of faculty of record.

NURS 545 Illness and Disability in Childhood and Adolescence
3 credits
This course examines selected theoretical, research, and clinical literature for the care of children and adolescents experiencing illness and disabilities. Selected concepts include a) chronic illness and disabilities, b) individual and family perspectives, c) loss in children, adolescents and families, exemplar chronic conditions. This course builds on previous knowledge about growth and development, health promotion, psychosocial and cultural theories about health and illness. Selected models and strategies for assessment and intervention are addressed. Early intervention and referral strategies are explored. Prerequisites: None.

Nursing 546 Health Systems in Care of the Older Adult
3 credits
This course provides an overview of the context surrounding advanced nursing practice with older adults. Issues such as the demographics of aging, attitudes regarding aging, healthy aging, family caregiving, health care delivery systems and their impacts on care coordination and health care transitions, various levels of care for older adults, end of life decisions, economic factors, and relevant political policies are examined as they affect the quality of care of older adults. Issues affecting health care delivery to rural versus urban elders as well as other underserved elderly groups will also be addressed. Prerequisites: Admission to the postmaster’s certificate in Advanced Practice Gerontological Nursing or FNP, PMHNP, or Nursing Education program students who have completed one year of their program.

NURS 552 Understanding and Intervening in Common Mental Health Problems of Elders
3 credits
This course focuses on the most common affective and cognitive disorders affecting older adults. These common conditions include depression, dementia, loss, and coping with illness. Other mental health issues that affect the older population will also be covered, such as delirium, substance abuse, and the mental health needs of special populations such as those with schizophrenia and developmental disabilities. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping the advanced practice nursing student to understand the specific dynamics of the older adult’s mental health concerns and develop interventions or programs tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings. Prerequisites: NURS 571B for PMHNP Students, or permission from faculty for other specialties.

NURS 561/661 Curriculum and Instruction in Nursing
3 credits
This course emphasizes best practices in adult learning emphasizing performance-based curriculum models and instructional design. How learning occurs in students in professional education programs is emphasized as a design consideration. Performance-based curriculum models are compared to other models in use in current nursing education programs. The format includes face-to-face intensives and online discussion and group work. Prerequisite: Permission of faculty of record.

NURS 562/662 Assessment and Learning in Nursing
3 credits
This course has two foci. First, it introduces approaches, processes, and tools that can be used to assess adult learning, especially those that assess the student’s ability to use his/her knowledge/skills in a practical situation. Second, it provides experience in planning constructivist, student-centered learning activities that are both engaging and effective in achieving desired student performance. Special topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning, the use of portfolios, grading and reporting, and developing evidence for the achievement of nursing competencies. Prerequisite: None.

NURS 563/663 Simulation in Nursing Education
3 credits
This course explores the complexities of implementing a simulation program, and how to integrate simulation into individualized courses and curriculum. Students will be introduced to, and learn how to utilize a variety of simulation tools and techniques to enhance nursing education. A combination of highly interactive learning activities and techniques— including hands-on activities—will be used to develop individual competency in the understanding of simulation education as a teaching tool in nursing. Students will have the opportunity to experience and participate in realistic (high fidelity) simulation. Scenario development strategies and techniques will be introduced. Emphasis will be placed on simulations that include clinical judgment, teamwork, and interdisciplinary communication and resource management. Students will also learn concepts and skills associated with debriefing. The format will be two-day intensives with online discussion, hands-on simulation, and readings. Prerequisites: Permission of faculty of record.

NURS 564/664 Clinical Teaching
3 credits
This course examines a variety of clinical teaching models. It emphasizes the design of clinical learning experiences, drawing on studies of human learning, novice-expert development, clinical judgment, and clinical education. Students will be guided through the identification of key competencies and relevant and predictable clinical learning opportunities in their practice settings. Issues in clinical education, staff-faculty and student-faculty interactions and in the national movement for clinical education reform will be explored. Prerequisite: None.
NURS 571A Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Child and Adolescent
3 credits
This course focuses on advanced nursing practices of assessment, diagnosis, treatment planning, evaluation, and documentation regarding the common mental health problems and major psychiatric disorders of childhood and adolescence. Selected theoretical frameworks and the major psychiatric diagnostic criteria and taxonomy are reviewed as foundations for clinical decisions and diagnostic formulations. Clinical approaches and methods for assessing and conducting psychiatric evaluations of children and adolescents are introduced, with attention to cultural and systems perspectives. Students gain knowledge of standardized measurement tools, treatment guidelines, evidence-based treatments, and ongoing research in the field of child and adolescent psychiatry. Communication, education, and collaboration with the client’s parents/guardians, family, school, support systems, and the interdisciplinary treatment team are emphasized.
Prerequisites: Admission to PMHNP program or permission of faculty of record

NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult
3 credits
This course focuses on advanced nursing practices of assessment, diagnosis, treatment planning, evaluation, and documentation of common mental health problems and the major psychiatric disorders of adulthood. Clinical approaches and methods for assessing and conducting psychiatric evaluations of adults are introduced, with attention to cultural and systems perspectives. Emphasis is placed on the use of the major psychiatric diagnostic taxonomy and criteria, standardized measurement tools, clinical consensus and evidence-based treatment guidelines, and ongoing research in the field. Communication, education, and collaboration with the client’s formal and informal support systems and the interdisciplinary treatment team are also emphasized.
Prerequisites: Admission to PMHNP program or permission of faculty of record

NURS 572A Child and Family Therapy
3 credits
This course focuses on family assessment and child, adolescent and family intervention strategies used by advanced practice psychiatric mental health nurses across a range of clinical settings. Theory, research, and practice guidelines relevant to clinical processes with children, adolescents, and family systems will be emphasized. Diagnostic formulations of family system functioning and clinical formulations of child and adolescent treatment plans are the central focus of this course.
Prerequisites: NURS 571A, acceptance into Graduate PMHNP program or permission of faculty of record.

NURS 572B Individual and Group Therapy with Adults
3 credits
This course focuses on intervention strategies used by advanced practice nurses with adult clients across a range of clinical settings. Theory, research and practice guidelines in cognitive-behavior therapy, interpersonal therapy, supportive therapy, and group therapy will be emphasized. Clinical formulation of treatment plans will be a central focus of the course.
Prerequisites: NURS 571B, acceptance into Graduate PMHNP program or permission of the faculty of record.

NURS 574A Psychopharmacology: Adults
4 credits
This online course examines the neurobiological basis for psychopharmacology and principles of pharmacotherapeutic decision-making for psychiatric mental health nurse practitioners. Students will analyze the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits indicated for these symptoms, and practice guidelines using a case study format. Modules in this course include the prescription of psychopharmacologic agents in adult patients with depression, anxiety, and sleep disorders, as well as modules with a focus on comorbid depression and anxiety and the prescription of psychopharmacologic agents for children and adolescents with these disorders.
Prerequisites: NURS 571A&B or concurrent, NURS 571A or concurrent NURS 571B and/or permission of faculty of record

NURS 574B Psychopharmacology: Children & Adolescents
2 credits
This online course continues the examination of the neurobiological basis for psychopharmacology and principles of pharmacotherapeutic decision-making for psychiatric mental health nurse practitioners. Students will analyze the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits indicated for these symptoms, and practice guidelines using a case study format. Modules in this course include the prescription of psychopharmacologic agents in patients with bipolar disorder, schizophrenia, and ADHD, as well as modules that focus on the treatment of substance abuse, the schizophrenia prodrome and the prescription of psychopharmacologic agents for children and adolescents.
Prerequisites: NURS 515A&B, NURS 519A, NURS 574A and NURS 571A or permission of faculty of record.

NURS 574C Advanced Psychopharmacology: Adults
3 credits
This online course is designed to build on an existing foundation of neurobiologically informed psychopharmacological decision-making. This course is intended to provide ongoing exposure to evidence-based psychopharmacology for advanced students, including practising psychiatric mental health nurse practitioners as well as current PMHNP students who have taken N574A (Psychopharmacology: Adults). Through a variety of learning methods, including article reviews and interactive case studies, students will analyze current research and clinical evidence to guide clinical decisions for independently prescribing and managing psychopharmacological interventions for a variety of psychiatric illnesses, including for patients who present with more complex and challenging symptomatology and life situations.
Prerequisites: N574A or permission from faculty of record.

NURS 575 Rural Mental Health
3 credits
This course explores the role of the PMHNP models of interdisciplinary collaboration, and mental health and psychological/psychiatric conditions relevant to rural populations and communities. The course applies content from advanced practice core and PMHNP specialty courses to assess rural mental health service and practice issues. Emphasis will be on the development of an advanced practice nursing mental health practice model to support the role of the PMHNP within the context of rural communities.
Prerequisites: NURS 571A&B, NURS 572A&B and at least 2 credits of NURS 509K or KC, or permission of faculty of record.

NURS 581 Nurse-Midwifery Management of the Intrapartum Period
3 credits
This course is a critical analysis and application of current theory, research, and knowledge relevant to the nurse-midwifery management of women’s care in intrapartum period. The systematic evaluation of current nurse-midwifery management models and the analysis of factors which influence these models.
Prerequisites: NURS 584, NURS 515A. Can be taking concurrently with NURS 515B
NURS 582 Management of the Newborn
3 credits
A critical analysis and application of current research, theory and knowledge relevant to the nurse-midwifery/nurse practitioner management of the neonate.
Prerequisites: None

NURS 583 Foundations of Midwifery Care During the Reproductive Cycle
2-4 credits
This course focuses on the analysis of research, theory, models and standards that provide the foundation of midwifery care for women during the reproductive cycle. Physiologic, psychosocial and cultural aspects of women's health care are emphasized. Attention is given to the physiology of pregnancy, psychosocial development of the childbearing family; the historical development of health care and health care policy for childbearing women in the U.S., the history of midwifery and the ACNM, and the midwifery model of care.
Prerequisites: None

NURS 584 Antepartum & Postpartum Management
2 or 4 credits
This course focuses on the critical analysis and application of current theory, knowledge, and research relevant to the primary management of childbearing women and their families during the antepartum and postpartum periods. Particular attention is given to acquiring a thorough understanding of normal processes as well as identifying issues which define populations at greatest risk for adverse outcomes. Specific health care needs and beliefs of culturally diverse populations are addressed. Education and health promotion for the childbearing family are also emphasized.
Prerequisites: NURS 517, NURS 518, and NURS 583

NURS 585 Primary Care for Nurse-Midwives
4 credits
This course is designed for graduate students in the nurse-midwifery specialty and focuses upon non-reproductive primary care management in the female population. Diagnostic reasoning is used to differentiate common problems. Management will focus upon minor, acute complaints with appropriate triage and referral of chronic or life-threatening illness. An evidence-based approach to primary care drawing upon theories, research, clinical knowledge and national standards will be used to develop therapeutic plans for common non-reproductive health problems of adolescent and adult women.
Prerequisites: NURS 515 A&B, NURS 518, NURS 519 A&B

NURS 588 Advanced Women's Health Care Management
2 credits
This didactic course focuses on the management of more complex gynecologic health problems of women seen in ambulatory care settings.
Prerequisites: NURS 515 A&B, NURS 518, NURS 519 A&B, NURS 519B

NURS 521C Family Primary Care Management IV Advanced Primary Care Management
3 credits
This course focuses on management of increasingly complex and urgent health problems of individuals in primary care settings. The diagnostic reasoning process is applied to differentiate these health problems. The clinical decision-making processes are examined in relation to management of these problems. Evidence based care plans drawing upon theories, research, clinical knowledge and national standards are developed by students for complex and urgent health problems in primary care. Required for FNP students.
Prerequisites: NURS 521B

NURS 601 Research Practicum
1-4 credits
The research practicum provides the doctoral student with an opportunity to work with a faculty mentor on some aspect of the faculty member's research related to nursing science. This course may be repeated for credit.
Prerequisites: Permission of faculty of record and approval by academic advisor.

NURS 603 Doctoral Dissertation
1-9 credits
The development and conduct of dissertation research.
Prerequisites: Completion of doctoral course work and approval by dissertation chair.

NURS 605 Reading and Conference
1-9 credits
The reading and conference provides an opportunity for an in-depth review and synthesis of a specified body of literature under the guidance of a faculty of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student's program of study.
Prerequisites: Permission of faculty of record and approval by academic advisor or dissertation committee chair.

NURS 607B Pre-Dissertation Seminar
1 credit
This doctoral seminar provides a forum for scholarly exchange to facilitate the synthesis and integration of doctoral course work and experience in the conduct of research. The emphasis is on the development of a dissertation research proposal. First-year students will have the opportunity to identify faculty mentors, to develop and refine specific aims, and to review the literature for drafting a background and significance section. Second- and third-year students will be able to refine their work from the first year and begin to develop the methods for their dissertation work. The seminar will provide all students with the opportunity for the review and critique of scholarly work in process.
Prerequisites: May be concurrent with first- and second-year courses.
NURS 607D Dissertation Seminar
1 credit (counts as NURS 603 credit)
The purpose of this seminar is to help the student progress through the stages of dissertation work. Designed for doctoral candidates who have obtained approval of the dissertation proposal, the seminar will provide a forum for scholarly exchange and learning about the conduct of research. This seminar will complement the student-chair relationship. PhD candidates are required to take a Dissertation Seminar while conducting the dissertation. These credits convert to dissertation credits (NURS 603) in meeting the requirements for the degree.
Prerequisites: Approved dissertation proposal or permission of faculty of record during quarter of dissertation proposal defense.
NURS 607DA Dissertation Seminar: Qualitative
1 credit
The purpose of this seminar is to help the student to progress through the stages of dissertation work. Designed for doctoral candidates that have obtained approval of the dissertation proposal, the seminar will provide a forum for scholarly exchange and learning about the conduct of research. This seminar will complement the student-advisor relationship. Doctoral candidates are required to take a dissertation seminar while conducting the dissertation. These credits convert to dissertation credits (NURS 603) in meeting the requirements for the degree.
NURS 607DB Dissertation Seminar: Quantitative
1 credit
The purpose of this seminar is to help the student to progress through the stages of dissertation work. Designed for doctoral candidates that have obtained approval of the dissertation proposal, the seminar will provide a forum for scholarly exchange and learning about the conduct of research. This seminar will complement the student-advisor relationship. Doctoral candidates are required to take a dissertation seminar while conducting the dissertation. These credits convert to dissertation credits (NURS 603) in meeting the requirements for the degree.
NURS 607E Issues in Research Related to the Nursing Care of Older Populations
1-3 credits
The focus of this seminar is on the discussion of conceptual and methodological issues in research related to the nursing care of older people, including issues of cultural diversity. The seminar participants will analyze the everyday decisions that must be made when conducting research related to the nursing care of older people. The seminar is designed to provide multiple public examinations of the research ideas and activities of participants. It is expected that participants will thoughtfully critique the ideas and work of colleagues and present their own ideas and work for critique. Public collegial critique of one’s work helps to strengthen the science and guard against scientific misconduct. This course may be repeated for credit.
Prerequisites: Enrollment in the doctoral program
NURS 607O Nursing Knowledge Seminar
3 credits (1 credit each quarter—fall, winter, and spring)
The focus of this 3-quarter seminar series is on exploration of how knowledge is developed and related to selected core concepts in nursing care. Students build skills in information retrieval, synthesis, and critique.
Prerequisites: Enrollment in post-baccalaureate PhD program; NURS 510 and NURS 512 may be concurrent.
NURS 607P Clinical Application Experience
3 credits
This course uses students’ clinical experience to examine and develop skills in the integration of nursing theory, practice, and research in action. Students are given opportunities to explore and reflect on nursing practice issues and problems. The goal is to assist students to develop skills in using extant nursing knowledge, expert consultation, and their own reflective capacities to analyze and integrate their nursing experiences. Students will complete 60 hours of clinical observation and participate in weekly seminars.
Prerequisites: Enrollment in post-baccalaureate PhD program; NURS 510 and NURS 512 may be concurrent.
NURS 610A Conceptualization in Nursing Research
3 credits
This course focuses on critical analysis of the concepts used in nursing research. Students analyze a concept of relevance to their research area from a variety of perspectives. Criteria for critique of the conceptual aspects of research are explored.
Prerequisites: Master’s degree or completion of courses in first year of post-baccalaureate doctoral program of study.
NURS 610B Research Design
3 credits
This course focuses on the major types of research designs and their application to nursing research. Alternative ways of studying questions of relevance to nursing science and implications of choosing a research design will be explored.
Prerequisites: NURS 610A; NURS 612A
NURS 612A Nursing and Philosophy of Science I
2 credits
This course examines the systematic development of knowledge in nursing by considering multiple ways of knowing and the context for discovery of knowledge. Various means used to evaluate knowledge claims in the scientific community are analyzed. The course offers a review and critique of assumptions underlying major approaches to scientific inquiry and facilitates student analysis of their implications for the development of nursing knowledge.
Prerequisites: Master’s degree or completion of courses in first year of post-baccalaureate doctoral program of study.
NURS 612B Nursing and Philosophy of Science II
2 credits
This course is the second in a two-quarter sequence, in which the systematic development of knowledge of nursing is examined. Epistemological, ontological and methodological assumptions of major inquiry paradigms are further explored. Controversial issues and questions in the development of nursing science will be identified and examined from the perspective of selected inquiry paradigms.
Prerequisites: NURS 610A; NURS 612A
NURS 616A Qualitative Methods I: Qualitative Methods for Nursing Science
3 credits
This is an introductory course on qualitative research methods. Philosophical assumptions and theoretical perspectives underlying qualitative research methods will be explored. Specific content includes general methods of qualitative design, methodological rigor, and ethical concerns. An overview of various qualitative methodologies will be introduced.
Prerequisites: NURS 616A; NURS 616B; NURS 612A; NURS 612B
NURS 617A Applied Statistics I
3 credits
Students will learn to use inferential statistics to test research hypotheses. Particular emphasis is placed on testing research questions about group differences using t-tests, analysis of variance, and chi-square.
Prerequisites: Course in basic statistics; NURS 610A; NURS 612A; NURS 610B; NURS 612B

NURS 617B Applied Statistics II
3 credits
This course focuses on the principles of correlation and regression. The course is designed to provide the skills necessary to perform and interpret regression-related analyses and will introduce students to the approaches of regression, mediator and moderator models, logistic regression and discriminant analysis.
Prerequisites: NURS 617A

NURS 618 Advanced Measurement
3 credits
This course focuses on the testing aspects of measurement, with particular emphasis on factor analysis. The course is designed to provide the skills necessary to perform and interpret reliability and validity analyses, item analysis, and factor analysis. Students will be introduced to the types of reliability and validity, different approaches to factor analysis, and an overview of confirmatory factor analysis.
Prerequisites NURS 610A; NURS 610B; NURS 617A; NURS 617B

NURS 620 Ethics in the Conduct of Research
3 credits
This core PhD course provides an overview of the issues in and theories behind ethically responsible conduct of research. It covers basic concepts in bioethics, historical background for current views of scientific misconduct (including difficult cases), and an understanding of what is considered ethically appropriate research today. The topics of informed consent will be covered as well specific issues in various types of research, including clinical trials and research with vulnerable populations. Preparing an informed consent form for the IRB and research integrity “nuts and bolts” will also be covered.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B

NURS 625 Design and Analysis for Nursing Intervention Studies
3 credits
This course focuses on the development and conduct of nursing intervention studies. Experimental and quasi-experimental designs in nursing research and the analyses approaches that are commonly used with these designs are emphasized. Special attention will be given to the development and description of independent variables and the selection and measurement of dependent variables.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B; NURS 617A; NURS 617B

NURS 640 Symptom Management
3 credits
The purpose of this course is to review the conceptualization and research base underlying knowledge for symptom management. The course addresses current knowledge in symptom management, programs of research, research issues, translating research into practice, and emerging issues in symptom management. Students will analyze the state of the knowledge on a symptom or group of symptoms of interest and discuss strategies for addressing a gap in knowledge of symptom management.
Prerequisites: NURS 610A; NURS 612A

NURS 641 Physical Activity for the Prevention and Management of Chronic Disease
3 credits
This seminar course focuses on the current theories and research on the role of physical activity for prevention and management of chronic disease. Students will gain an understanding of: 1) the link between activity and disease prevention and/or management, including the mechanism of causation and the dose of activity necessary for change; 2) the gaps in knowledge regarding such links for certain diseases that could lead to important research questions, and 3) the methodology used, and its limitations, for assessing the role of physical activity in chronic disease prevention/management.
Prerequisites: NURS 610A; NURS 612A

NURS 642 Cultural Perspectives for Nursing Research
3 credits
This course provides an examination of the uses of the concept of “culture” in nursing research. We will examine the conceptualization of the term “culture” as well as other related, and potentially confounding concepts, such as “ethnicity,” “race,” social class, assimilation, and acculturation. We will examine the operationalization of the term culture, for example and work on assimilation and acculturation. Finally, we will examine a set of case examples using the concept of culture. Students will each present their own findings from an analysis of literature on “culture” and a topic of interest to them.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B; NURS 616A; NURS 616B may be concurrent.

NURS 643 Theoretical and Methodological Approaches in the Study of Family Health & Illness Across the Life Span
3 credits
This course focuses on the study of the family’s central role in promoting health and preventing illness of members, and in providing care to ill family members. Health and social policies shaping the family’s role in health and illness will be examined. Research with families and their children and families and older persons will be included.
Prerequisites: NURS 610A; NURS 612A; NURS 610B and NURS 612B may be concurrent.
NURS 644 Violence and Trauma
3 credits
Gender-based violence, or violence against women, is a major public health and human rights problem throughout the world. The course provides the opportunity to critically identify and analyze gender-based violence and its impact on the physical, reproductive and sexual, and psychological health of the female survivor. The course includes theoretical approaches to the study of gender-based violence, determinants of gender-based violence, clinical manifestations of various forms of violence, and culturally competent interventions at the individual, family, and societal levels.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B; NURS 616A and NURS 617A may be concurrent.

NURS 650 Contemporary Policy Issues in Gerontology
3 credits
The focus of this course is on the critical analysis of contemporary policy issues in aging. An in-depth exploration of these issues will reveal potential research questions and discussions will elucidate the role of nursing research in answering complex questions about health services, delivery of residential services, financing, policy, and health disparities among older adults.
Prerequisites: Master's degree or completion of courses in first year of post-baccalaureate doctoral program of study.

NURS 652 Understanding and Intervening in Common Mental Health Problems of Elders
3 credits
This course focuses on the major mental health issues faced by older adults and their family caregivers: dementia, delirium, depression. Other mental health issues that affect the older population are also covered, including: substance abuse and issues at end-of-life. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping nurses in research and advanced practice understand the specific dynamics of the older adult's mental health concerns and develop interventions, programs, or research tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings.
Prerequisites: Graduate standing.

NURS 654 Health Disparities
3 credits
This course will critically examine research methods for the study of health disparities with culturally diverse and/or underserved individuals and families. The conceptualization and measurement of variables representing risk and disparities in individual and family research will be given particular attention, including: gender, sexual orientation, race and ethnicity, income and education, disability, and geographic location. Research methods will be examined for their biases and for their ethical, policy, and funding consequences to individuals and families experiencing health disparities. Strategies to increase the research involvement and inclusion of individuals and families experiencing social and health disparities will be included.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B; NURS 616A; NURS 616B; NURS 617A; NURS 617B

NURS 656 Theoretical Perspectives for Research with Individuals and Families
3 credits
This course focuses on the analysis of selected theoretical and conceptual perspectives for framing nursing research on individuals and families. These may include but will not be limited to: General Systems Approach, Symbolic Interaction, Ecological Perspective, Stress and Coping, Life Course Perspective, Social Conflict Theories, and Feminist Theories. Theoretical contributions from developmental psychology, social-cognitive-behavioral psychology, and biosocial perspectives will be explored. Their implications for nursing research and theory development will be examined.
Prerequisites: Master's degree or completion of courses in first year of post-baccalaureate doctoral program of study.

NURS 657 Synthesis of Nursing Literature
3 credits
This course focuses on analytic strategies used to interpret the literature and inform nursing research and the evidence-base for practice. This doctoral-level course focuses on integrating and synthesizing information for the development of appropriate research questions and intervention guidelines within a specialty area of practice or population at risk.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B; NURS 616A and NURS 617A may be concurrent.

NURS 703 Clinical Inquiry
6 credits
Students independently conduct a clinical inquiry project within the advanced practice specialty. The project is developed within the context of the students' clinical residency experience and requires students to integrate delivery and evaluation of practice.
Prerequisites: NURS 510 or equivalent, NURS 711, NURS 713, NURS 714 (or concurrent). Concurrent: NURS 790

NURS 711 Information Systems and Technology in Health Care
3 credits
This course introduces information systems/technology and patient care technology in contemporary health care systems, for evidence-based care and outcomes evaluation in clinical practice. Students gain beginning proficiency in the use of information systems/technology and patient care technology resources to implement improvement initiatives, evaluate outcomes of care and support decision-making. Ethical, regulatory and legal issues related to information technology are addressed.
Prerequisites: None

NURS 712 Addressing Health Disparities in Advanced Practice
2 credits
This course analyzes the existence of health disparities and strategies for eliminating health disparities from multiple perspectives. These include social and individual determinants, health care systems, health policies, and health care professionals. Students design strategies to address health disparities for a particular population in their practice specialty.
Prerequisites: None

NURS 713 Methods of Clinical Inquiry
4 credits
This course covers analysis of the methods of clinical inquiry, including performance/quality improvement, program evaluation, translational research, quality in clinical care, and content and thematic analysis. Methods of oral and written presentation of data, including data interpretation, are examined.
Prerequisites: None
NURS 714 Statistics for Clinical Inquiry
4 credits
This course provides a foundation for using inferential statistics to answer clinical questions. Students will compute and interpret analyses appropriate for translational research, clinical evaluation, quality improvement, and risk assessment.
Prerequisites: None

NURS 721 Health Determinants: Genetics and the Physical Environment
2 credits
The course addresses genetic and physical environmental determinants that affect the health of individuals, families, and communities. Social, political, legal, and ethical factors related to these health determinants are examined.
Prerequisites: None

NURS 722 Professional Issues in Advanced Practice Nursing
3 credits
The focus of this course is on the identification and analysis of the professional components of advanced practice nursing, emphasizing role development; ethical, legal and patient safety responsibilities; scope of practice; and standards of care. Other areas explored include quality assurance, legislative/regulatory processes, credentialing, professional organizations, work environments and historical perspectives. Students analyze concepts of professional and organizational leadership as well as social forces shaping the APN role. Controversies regarding evolution and differentiation of scope of practice are discussed.
Prerequisites: None

NURS 723 Social Science Theories for Advanced Nursing Practice
3 credits
The course explores how theory guides advanced nursing practice. Students examine theories that describe the nature and significance of phenomena encountered in clinical practice and that inform actions and strategies to enhance health and health care delivery.
Prerequisites: None

NURS 725: Management of Symptoms and Functional Problems in Adults
3 credits
This course focuses on the enhancement of health and diagnosis and treatment of symptoms and functional health problems of adults with complex physical illness. The chronic illness trajectory framework guides consideration of the acute and chronic illness experiences of clients and their families.
Prerequisites: None

NURS 731 Ethics for Scholarly Practice
3 credits
In this course ethical theories and principles to guide practice and scholarly inquiry are examined and applied to care of individuals and families within health systems. Clinical scenarios are analyzed from multiple perspectives including the regulatory environment, personal ethics, intra and inter-professional conduct.
Prerequisites: None

NURS 732 Advanced Professional Communication
3 credits
This course assists students to develop advanced professional communication skills to participate in and lead intra- and inter-professional collaborative processes in health care organizations. Emphasis is placed on building and sustaining relationships to determine and achieve desired outcomes through professional communication, professional collaboration, and public presentation.
Prerequisites: None

NURS 733 Health Systems: Organization and Change
3 credits
This course provides a critical examination of the organization of health care systems at national, regional, state and local levels. Organizational change affecting health care delivery is explored from a systems perspective.
Prerequisites: None

NURS 734 Health Policy
3 credits
The course focuses on the design, implementation and evaluation of health policies and their origins and consequences. The impact of health policy on clinical practice and health care, and methods for affecting the process of health policy formation are examined.
Prerequisites: None

NURS 735 Applied Health Care Economics and Finance
3 credits
An introduction to the macroeconomic level of health care financing, the organizational elements of financial management, and the microeconomics of health care and the practitioner's own clinical practice.
Prerequisites: None

NURS 736 Management of Chronic Illness in Adults
3 credits
This course focuses on the chronic illness experience of adults and their families. It is the first of two clinical nurse specialist courses designed to prepare the student for advanced nursing practice in management of complex health situations in a specialty population. Principles of clinical management of common chronic illnesses are reviewed with emphasis on evidence-based practice. Approaches to self-management of chronic illness are discussed. The chronic illness trajectory framework guides consideration of the chronic illness experiences of adults and their families.
Prerequisites: None
NURS 737 Management of Acute Illness in Adults
3 credits
This course focuses on the acute illness experience of adults and their families. It is the second of two clinical nurse specialist courses designed to prepare the student for advanced nursing practice in management of complex health situations in a specialty population. Principles of clinical management of common acute illnesses and clinical problems are reviewed with emphasis on evidence-based practice. The illness trajectory framework guides consideration of the acute illness experiences of adults and their families.

NURS 790 Clinical Residency
4-8 credits (per term)
Students provide leadership to create change in population-based health care and complex health care delivery systems. Students integrate practice within an advanced practice nursing specialty with scholarly inquiry to influence outcomes of practice and health care policy. Synthesis and integration of program competencies are demonstrated within the context of the student’s chosen population.
Prerequisites: All required core coursework except NURS 703 which is concurrent. CRNA students may take NURS 734 concurrently.
Academic Calendar

Refer to the last section of this publication, “Campus Maps and Academic Calendars”, or the OHSU Registrar’s Office at www.ohsu.edu/registrar/.

Academic Advising

Advisors counsel students regarding curriculum, career options, letters of recommendation, and other matters of student concern. All students are encouraged to seek assistance from their advisors regarding any academic or professional concerns. Either the student or the advisor may request a change in the advisor assignment by notifying the appropriate Program Director on each campus.

Ashland, Klamath Falls and La Grande undergraduate students are assigned faculty advisors at the time of matriculation. A team advising approach is used for undergraduate students in Portland. Advisor assignments and student referrals to Portland faculty advisors are coordinated and monitored through the Undergraduate Program on a request basis.

Distance RNBS students are primarily advised by one of three regional advisors depending on the students’ geographical location. Students typically use e-mail and telephone in communicating with their advisor. The RNBS Program Director is also available for academic advising.

Graduate students are informed of their advisor assignment when offered admission and should schedule an initial appointment before fall term registration. Graduate students are encouraged to meet with their advisors on a regular basis throughout their academic program.

Academic Records

Students in the School of Nursing have access to their academic records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the OHSU Board of Directors.

Current student advising and progression records are housed in the program office of the School of Nursing on each campus. Contact your advisor or the staff person in your administrative office if you wish to conduct a record review. Students may request copies of materials from their student file. Official academic records are maintained and stored by the OHSU Registrar.

Academic Standing

Good Standing
An academic status that indicates the student is maintaining the academic standards of his/her program. Behaviors or occurrences that move a student out of Good Standing and into Probation or Dismissal are described below.

Probation
Any undergraduate or graduate student may be assigned to academic probation according to specific criteria based on the student’s program, the number of 2.0 (C grades), NP, and WU grades earned, and/or failure to pass program
benchmarks in a timely manner. The student is in jeopardy of being dismissed from the School of Nursing unless certain academic standards are met within a specified time frame stipulated in the letter of probation. The status may designate constraints on student progression. When a student meets one or more criteria for probation, the academic program administrator notifies the student of probationary status. It is the student’s responsibility to contact her or his academic advisor to discuss ways to successfully complete the program. A student can remain enrolled in the OHSU School of Nursing while on probation. Students on academic probation who complete the program without additional academic deficiencies will have their status changed to Good Standing at graduation.

Non-Academic Probation (Disciplinary Probation)

Non-academic probation is the result of negatively proscribed behavior rather than academic performance. Such behavior influences academic outcomes or the academic or health care setting but is not the substantive knowledge as evaluated by the instructor for a specific course. Disciplinary probation could occur for students whose behavior violates the OHSU School of Nursing Code of Conduct.

Dismissal

The School of Nursing reserves the right to dismiss any student who does not maintain the required standards of academic scholarship, or whose continuance in the School of Nursing would be detrimental to her or his health or to the health of others, or whose conduct or clinical performance demonstrates a lack of fitness for nursing. Students who do not meet the standards for scholarship as outlined below will be dismissed from the School of Nursing. However, a student may be dismissed for adequate cause without previous warning. (See the OHSU Student Dismissal, Grievance and Appeal Policy 20-30-050).

Appeal

Students who are placed on probation or dismissed may appeal the decision in accordance with the School of Nursing Grievance Policy. Further appeals follow OHSU Appeal Policy.

Probation & Dismissal Guidelines

<table>
<thead>
<tr>
<th>Probation</th>
<th>Dismissal</th>
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<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
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<tr>
<td>• Earns more than 3 unresolved incompletes in one quarter</td>
<td>• Fails to fulfill a stipulation of probation</td>
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<tr>
<td>• Fails to achieve an OHSU School of Nursing cumulative grade point average of 2.0</td>
<td>• Earns more than one 0, NP, WU in the same term or separate terms</td>
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<tr>
<td>• Earns a 0, NP, or WU, in a School of Nursing course</td>
<td>• Fails to return from a LOA as planned</td>
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<tr>
<td><strong>Master’s &amp; Postmaster’s Certificate</strong></td>
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<tr>
<td>• Earns more than 3 unresolved incompletes in courses</td>
<td>• Fails to fulfill stipulations of probation</td>
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<tr>
<td>• Exceeds the time limit for degree/certificate completion</td>
<td>• Earns more than one 0, NP, or WU in the same term or separate terms</td>
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<tr>
<td>• Fails to maintain a cumulative GPA of 3.0</td>
<td>• Earns three 2.0 grades or a combination of 2.0 grades and 0, NP, or WU grade</td>
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<tr>
<td>• Earns a grade of 2.0 in two or more School of Nursing courses</td>
<td>• Fails to return from an LOA as planned</td>
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<tr>
<td>• Earns a 0, NP, or WU, in a School of Nursing course</td>
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<tr>
<td><strong>Doctoral</strong></td>
<td></td>
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<tr>
<td>• Earns more than 3 unresolved incompletes in courses</td>
<td>• Fails to fulfill stipulations of probation</td>
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<tr>
<td>• Exceeds the time limit for degree</td>
<td>• Earns more than one 0, NP, or WU in the same term or separate terms</td>
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<tr>
<td>• Fails to maintain a cumulative GPA of 3.0</td>
<td>• Earns three 2.0 grades or a combination of 2.0 grades and failing or WU grade</td>
</tr>
<tr>
<td>• Earns a grade of 2.0 in two or more School of Nursing courses</td>
<td>• Fails to return from a LOA as planned</td>
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<tr>
<td>• Fails to pass program benchmarks</td>
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<tr>
<td>• Earns a 0, NP, or WU, in a School of Nursing course</td>
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Application for Degree

Degree candidates file an application for a degree in the term before expected program completion. The application for degree form can be found at the Registrar's website and should be returned to the Registrar's office. Responsibility for fulfilling graduation requirements rests with the student.

Awards and Recognition Ceremonies

OHSU Student Council Volunteer Awards

Students who have done volunteer work in any of the areas listed below within that last two years are eligible for nomination. Students can nominate themselves, be nominated by peers, or by faculty and staff.

Clinical Service Award: The Clinical Service Award recognizes a student who demonstrates outstanding commitment to enhancing the health and/or quality of life of others over the last two years. Clinical service is defined as work outside of experiences that are required for scholastic purposes. Special consideration will be given to students whose clinical service meets a defined need for a population that is ethnically diverse, and/or limited in access or insurance.

Educator Award: The Educator Award recognizes a student who demonstrates commitment to mentoring, presenting, or teaching. The goal of education should be for greater awareness about pertinent health issues, to inspire the desire to learn and/or question, to teach about innovation and new areas of research, to prevent risky behavior, and/or to enhance and enable learning (of students, patients, peers, etc).

Global/International Service Award: The Global Service Award is given to a student that has done exceptional work in research, education, public service, or clinical service at an international level. The student's work should be humanitarian in spirit, and the consequences of the student's work should be beneficial to the local population.

Community Service and Outreach Award: This award is given to one student who has been active in community and volunteer service, but whose service does not fall within the categories above listed. Special consideration is given to students whose service benefits underprivileged members of society and fulfills OHSU mission for outreach.

Volunteer of the Year: This award goes to a student who has demonstrated a personal mission toward service. The Volunteer of the Year will have participated in service in at least two of the above areas. This Student Volunteer of the Year is the person that exemplifies OHSU's mission to the community and world.

School of Nursing Awards

Every year each School of Nursing campus recognizes its outstanding students during its Convocation ceremony. Pinning is an integral part of the convocation ceremony for undergraduate students. Graduate students are hooded during this ceremony. The following list outlines some of the student awards that are announced at Convocation:

- The Golden Lamp Award recognizes scholastic achievement, leadership, innovative contributions and humanitarian ideals. Based on the American Nurses Association Code for professional nurses and the Florence Nightingale Pledge, the award recognizes outstanding work of undergraduate students within the nursing profession.
- The Elnora Thomson Award bears the name of the first director of the School of Nursing and is presented in recognition of outstanding undergraduate student leadership in stimulating the academic activities and interests of fellow students.
- The Henrietta Doltz Puhaty Memorial Award bears the name of the second Director of the School of Nursing and recognizes the qualities of compassion, kindness and generosity for patients, colleagues and all people. The award is given to an undergraduate student.
- The Jean E. Boyle Memorial Award bears the name of the first Dean of the School of Nursing and recognizes the qualities of compassion, kindness and generosity for patients, colleagues and all people. The award is given to an undergraduate student.
- The Dorothy L. Johnson Memorial Award was created in the memory of Dorothy L. Johnson, a devoted and beloved instructor in community health nursing. This award recognizes individual innovation and creativity, insight and imaginative work within the nursing discipline. The award is given to an undergraduate and a graduate student.
- The Sigma Theta Tau Awards are presented by the honor society to outstanding Sigma Theta Tau graduates who have demonstrated consistently high scholastic achievement (3.5 grade point average or better), professional integrity and potential for leadership in the field of nursing.
- The Dean's Award is presented to an undergraduate on the basis of scholarship as evidenced by an outstanding paper written during the program of study at the OHSU School of Nursing; to a graduate student by faculty nominations.
• The Transcultural Nursing Award recognizes and honors an undergraduate and graduate student who has made outstanding contributions to the promotion and/or advocacy of nursing care for underserved minority populations. This award is selected and presented by the OHSU Center for Diversity and Multicultural Affairs.

• The Carol A. Lindeman Award bears the name of the second Dean of the School of Nursing and was established by the support staff. This award recognizes demonstrated excellence in nursing, research, innovative leadership, and a vision for health care. It is awarded to an undergraduate and a graduate student.

In addition to these student awards, several faculty awards are conferred in which students play a significant role in determining. These faculty awards include:

• The Outstanding Teaching in the Doctoral Program Award recognizes outstanding teaching exemplified by a scholarly approach to doctoral education and evidenced by actively engaging students and facilitating their development as scholars. Recipients of this award are nominated by all doctoral students.

• The Outstanding Baccalaureate Faculty Award, Outstanding RNBS Faculty Award, and Undergraduate Marshall Recognition are bestowed on undergraduate nursing faculty by the students.

• The Outstanding Graduate Faculty Award is selected and bestowed on graduate nursing faculty by the master’s students.

Catalog Rights

The OHSU School of Nursing issues a new catalog every one or two years and the requirements for degree programs may change from one catalog to the next. Degree candidates are responsible for meeting OHSU School of Nursing graduation requirements stated in the Catalog for the academic year in which they are admitted. Students who interrupt their enrollment at OHSU for one calendar year or longer must meet the graduation requirements printed in the catalog at the time of re-enrollment.

Once catalog rights are established, absence related to an approved educational leave or for attendance at another accredited institution is not to be considered an interruption, providing the above attendance criteria is met and the absence does not exceed one year.

While catalog rights hold degree requirements, they do not shield students from changes in prerequisites in a given course. Prerequisites which students must follow are those stated in course descriptions in the current catalog. The only exceptions to this are in cases in which the addition of course prerequisites also increases the number of units required in the degree. In these cases, students are encouraged to meet current course prerequisites, but are not required to do so.

The School of Nursing will work with students to substitute courses to complete the degree in cases where the school changes the curriculum.

Continuous, Full-Time, and Part-Time Enrollment Requirements

Students must maintain continuous enrollment during the academic year unless on an approved leave of absence (LOA). Students who fail to register for a term, as expected based on their program of study, and are not on an approved LOA will be administratively withdrawn.

Twelve credit hours is considered full time enrollment for all undergraduate students. Nine credit hours is considered full time enrollment course load for all master’s and doctoral students. Six credit hours is considered full time course load for PhD students at regional campuses. Refer to the specific programs to determine if part time enrollment in the program of study is an option.

Please note that not all master’s degree programs allow part time enrollment due to a limited number of part time clinical placements. Preference for part time enrollment is given to applicants who indicate that intention on their application. Those who apply and are accepted for full time study are expected to enroll as full time students. Extenuating circumstances occurring after matriculation will be considered on an individual basis, but a part time program of study cannot be guaranteed.
Course & Teaching Effectiveness Evaluations

The School of Nursing relies on timely and accurate feedback from student course evaluations to maintain continuous improvement. Associate deans and program directors review students’ comments and individual faculty and administration use comments to improve teaching. These data are used in faculty promotion and tenure reviews and in decisions about future course assignments. Course evaluations are completed online and anonymous. Students will be notified through their OHSU e-mail accounts when evaluations are open each term. Questions can be directed to the School of Nursing Office of Academic Affairs 503 494-2624.

Course Waiver

A required course can be waived if it is determined that other completed academic course work is duplicative of required course content. Waived courses are not considered earned credit and students must still meet the minimum number of earned credits to be awarded a degree. Students may waive up to nine credits of coursework.

Credit in Residence

In order to receive a degree from OHSU, a minimum number of credits must have been completed at OHSU, or credit in residence. See below for specific requirements.

Classic Program Undergraduate Students

Students need a minimum of 45 graded hours of the last 60 presented for the degree. Course work completed at any institution within the Oregon University System is considered credit in residence only if the student is officially enrolled at OHSU for the term for which to term is completed.

OCNE Program Undergraduate Students

A minimum of 60 graded hours of the last 60 presented for the degree. Course work completed at any institution of the Oregon University System is considered work in residence only if the student is officially enrolled at the Oregon Health & Science University for the term in which the work is completed.

Master’s Students

A minimum of 30 credits of the program must be completed at OHSU.

PhD Students

At least three consecutive terms of full time study.

English Language Learner Support

English Language Learner (ELL) students may, with approval from the course instructor, have their examination times extended during the first year of the undergraduate nursing program. Students can also access ELL services on the OHSU-La Grande and OHSU-Ashland campuses. Students on the OHSU Portland campus can access ELL services from a variety of locations throughout the Portland metropolitan area on a fee for service basis. There are no ELL services on the OHSU Portland campus.

Grading System & Grade Point Average Calculation

The grading system consists of the following grades: Exceptional (4.0), Superior (3.0), Average (2.0), Failure (0.0), Pass (P) and Not Passing (NP), Incomplete (I), Withdraw (W), Withdrawn Satisfactory (WS), Withdrawn Unsatisfactory (WU) ,or No Basis for Grade (X).

Certain OHSU courses are designated no grade courses; students in these courses can receive grades of Pass (P), No Pass
(NP), or Audit (AU). A student who wishes to exercise the pass/no pass option must do so at the time of registration or within the period allowed for changes.

After a failure to pass or a WU from a course, a student will be allowed to repeat a course one time as long as other criteria for dismissal are not met. When a course is repeated, both grades are retained on the transcript and computed into the grade point average.

For purposes of computing a student's grade point average (GPA), all courses taken for a grade are assigned a numerical point value. The grade point average is the quotient of total points divided by total term hours for which grades are received. Marks of “I,” “W,” “WS,” “WU,” “Audit,” “P” and “NP,” are disregarded in the computation of the grade point average.

AU: Audit enrollments are recorded on the student's academic record, but no credit is earned by audit. Audited classes do not satisfy degree requirements, nor do they count toward the program's continuous enrollment requirement.

I: When the quality of work is satisfactory, but some requirement of the course has not been completed for reasons acceptable to the faculty, a report of Incomplete may be made and additional time granted. Students are expected to contract with the faculty to remove the grade of "I" in the next quarter unless there are extenuating circumstances. In any event, an Incomplete must be removed within one year. If an “I” is not removed as contracted, the faculty member will convert the “I” to the contracted grade. (See School of Nursing Incomplete Grade Policy 20-05.05).

IP: An In Progress ("IP") grade can be given for a course that is continues across more than one term. Students register for the course one time, the course spans more than one term by design, and it must be completed before a final grade for credit is awarded. The “IP” grade designation may also be given for a practicum course at the end of the 10-week term when students remain in the same clinical site over course breaks between terms. A grade must be submitted prior to the beginning of the next term.

P & NP: Certain OHSU courses are designated no grade courses. Students in these courses receive grades of Pass ("P"), or No Pass ("NP"). No more than six (6) credits of No Pass courses will be counted towards the degree requirements.

W (Withdraw): If a student withdraws prior to the mid-point of the term, the student will receive a "W". If a student withdraws from an intensive format course prior to the final examination or course grade assignment, the student will receive a "W".

WS (Withdraw-Satisfactory): When a student withdraws from a course after the mid-point of the term, the grade recorded on the transcript will be a "W-S" if the student's work is satisfactory at the time of withdrawal.

WU (Withdraw-Unsatisfactory): When a student withdraws from a course after the mid-point of the term, the grade recorded on the transcript will be a "WU" if the student's work is unsatisfactory at the time of withdrawal. Although a “WU” is not calculated in the grade point average, it will be interpreted as a failing grade for progression purposes.

X: This is a registrar-initiated mark indicating no grade or no basis for a grade. The instructor either did not report a grade or reported a grade that was inconsistent with grading options.

**Leave of Absence**

After the successful completion of one term, a student may, under exceptional circumstances and with the approval of the School of Nursing, interrupt his or her professional program for a leave of absence. Students who are contemplating a leave of absence should contact their advisor to determine the appropriate steps to take. The Leave of Absence form can be found at the OHSU Registrar Web site.

A leave of absence is normally granted for a period of one quarter unless circumstances warrant a longer period of time. Under no circumstances will a leave of absence be granted for longer than one year. Students taking a leave of absence do not need to reapply to the School of Nursing but must return as indicated on the Leave of Absence form.

Every effort will be made to secure clinical placements for students returning from a leave of absence for courses requiring clinical experience. Because clinical placements are limited, students may find it necessary to delay enrollment in a course until a clinical placement is available.

Students must contact the Associate Dean or Program Director and their advisor in the term prior to their anticipated return to school to confirm their intention to return to school and to discuss clinical placements. Students should discuss their program of study and review progression requirements with their advisor.
Non-Matriculated Enrollment

Students who are graduates of an accredited school of nursing and who have a baccalaureate degree in nursing may register for up to nine credits of non-matriculated coursework with the prior consent of the instructor. Individuals who are not registered nurses and who have baccalaureate degrees in other disciplines may, with the permission of the instructor, register for courses that do not involve contact with patients.

The Master of Public Health and Doctor of Nursing Practice programs do not allow non-matriculated students to enroll in courses. There is no commitment that course work taken under this classification will apply toward a graduate degree.

Progression

Progression within the academic program depends on the satisfactory completion of prerequisite, compliance, and/or concurrent courses. Students should consult the course description section of this catalog to determine course prerequisites. It is the responsibility of the student to seek academic counseling from the assigned advisor if the student is not progressing satisfactorily.

Re-Enrollment

A student who has withdrawn from the program is required to apply for readmission by: 1) completing an application form; 2) submitting a letter stating reasons for seeking readmission to the School of Nursing; and 3) submitting documentation of academic and/or work performance since leaving the program. Re-enrollment is also determined by availability of clinical and classroom resources.

Registration & Registration Holds

Students must be registered in a course to receive credit. Registration for classes occurs online at http://www.ohsu.edu/son/student/registration.shtml. Registration begins approximately 6 weeks prior to the next term. Students who elect to drop a course or change credit load during the term must notify their advisor and the OHSU Registrar. Such changes are subject to a fee.

Students who fail to register for a term, as expected within their program of study, and who are not on an approved leave of absence will be administratively withdrawn.

Students will not be allowed to register if all requirements have not been met according to School of Nursing policy. A registration hold will be placed on student registration if required documentation on immunizations, certificates, licenses, or if all tuition and fees have not been paid in full each term. The hold will remain until the proper documentation or payment arrangements have been made. Students with registration holds may not attend courses until the hold has been removed.

Simultaneous Enrollment

Students may not enroll in two courses that meet at the same time. It is the belief of faculty that student participation in the discussions and student interaction that occur during a class are an important aspect of student learning. Any exception to this policy must be petitioned through the appropriate Associate Dean or Program Director.

Student Grievance (School of Nursing Policy 20-04.21)

Students as individuals or as a group, have the right to grieve matters which they deem to be unfair or unreasonable on the part of the School of Nursing or an individual or individuals representing the School of Nursing. A student may submit a grievance for a grade only if unfair or unreasonable procedures are alleged. Concerns relating to disciplinary actions or prohibited discrimination are not grievable under this policy but are covered by other policies/procedures. (See the School of Nursing Code of Student Conduct and Responsibility for appeals of disciplinary actions and contact
the OHSU Office of Affirmative Action/Equal Opportunity for concerns relating to prohibited discrimination). Students may submit a grievance between matriculation and graduation.

Oregon Health & Science University ("University") and the School of Nursing seek to promote an educational environment that values communication, fair treatment, and respect among students, faculty, and staff. Despite these efforts, differences of values and goals between individuals and groups may occasionally lead to circumstances that require a process for resolving these issues. The School of Nursing strongly believes that problems in human relationships can best be resolved informally and locally between or among the parties involved. The purpose of this policy is to provide a structure for the resolution of grievances when informal resolution is not possible or is unsatisfactory. These procedures occur under the authority of, and may be subject to review by the School of Nursing Dean or the Dean’s designee.

For the current procedures for filing a Student Grievance refer to the School of Nursing policy manual available to students online at www.ohsu.edu/son/policyandprocedures/policy/20-04.21.pdf

Students seeking additional assistance may contact the 2007-2008 Student Conduct & Grievance Officer, Rick Daniels at 541 552-6701 or danielsr@ohsu.edu. Students may also contact the School of Nursing Office of Academic Affairs 503 494-2624.

**Student Signatures at Clinical Sites**

Undergraduate students will use a specified format when signing their names on charting in clinical agencies. The format is: First initial, last (family) name, NS2, (or NS3 or NS4), OHSU. For accelerated baccalaureate students: First initial, last (family) name, NSAB, OHSU.

**Time to Degree**

Each academic program has established a time to degree guideline that begins at matriculation for students. This Time to Degree policy does not distinguish between full-time and part-time student enrollment. The student can petition for an extension of the time limit by submitting a written request with rationale to the Senior Associate Dean for Academic Affairs. Program specific time to degree policies are as follows:

- Basic Baccalaureate: 5 years
- Accelerated Baccalaureate: 3 years
- OHSU OCNE Baccalaureate: 5 years
- RNBS: 5 years
- Master of Science/Master of Nursing: 4 years
- Master of Public Health: 7 years
- Post-Master’s Certificate: 3 years
- Doctor of Philosophy: 7 years
- Doctor of Nursing Practice:
  - Post-baccalaureate: 5 years
  - Postmaster’s: 4 years

**Withdrawal from Degree Program**

Students who wish to withdraw from the degree program should obtain the official form from the Registrar’s Office and submit it to the School of Nursing declaring the intent to withdraw from the school. Students are strongly encouraged to seek counsel from an advisor before taking such action.
The OHSU School of Nursing relies on the use of computers for many student activities both in the classroom and online using the Internet. All incoming and returning students must have computers with the current hardware and software requirements. This is to ensure that students will be able to collaborate with both faculty and peers and be able to complete the many activities required during their program.

The hardware requirements listed in this document are for new, incoming students. Meeting these requirements is essential, as computer resources on campus are limited. Students who have computers and Internet access should be able to successfully complete any student activities required by faculty for their courses. Currently enrolled students should compare their computer's specifications to the minimum specification required of new students. If the computer is not close to meeting the new requirements, students should upgrade components or replace their computer.

The School of Nursing encourages the use of laptop computers for on campus students. They are easily used when working with fellow students in groups and for classroom presentations. All OHSU campuses have wireless networking capabilities at various access points around campus. These usually include libraries, cafes, and most classrooms.

CDs and Flash Drives are the only two means of file transfer and storage available to students. Both methods retain a great deal of material; however, we recommend using flash drives as your primary source of file transfer if you plan to use on campus computers. Many computers in campus labs do not have CD write capabilities.

Many faculty, staff, students, and healthcare professionals use Personal Digital Assistants (PDAs) to manage their calendar and reference information. While OHSU does not officially support PDA use on campus, PDA items are available for purchase and some self-support information may be found at http://helpdesk.ohsu.edu

In addition to the basic PDA use of calendaring and notes, you will also see Pocket PCs, Palm Pilots of various levels, and Blackberry devices in use. However, it is up to you to manage your own use of these devices if you chose to use them.

**Minimum Hardware & Software Requirements**

- Speed: 1.5 GHz
- Memory: 512 MB (1 GB preferred)
- Hard Drive: 40 GB (80 GB preferred)
- Networking: Wireless card for laptops, Ethernet card for direct connection to cable/DSL
- 1 CD/DVD player (read capability required, read and write capability preferred)
- 2 USB ports
- USB Headset with microphone

All Students are required to own and use the following software. OHSU is a Windows environment. Earlier Windows releases are not acceptable (95, 98, and 2000). OHSU does NOT support the Apple Macintosh (Mac) platform, as some critical software is not available on the Mac platform. If you choose to use a Mac, be sure you have windows emulation software and realize that it is up to you to manage its use.

The following are the minimum software requirements for the OHSU School of Nursing.

- Operating System: Microsoft Windows XP
- Productivity Software: Microsoft Office 2003 or newer (standard or professional edition including Word, Excel, and PowerPoint. Microsoft Works, AppleWorks and Corel WordPerfect are not acceptable.
- Microsoft Internet Explorer 6.0
- Adobe Acrobat 6 or newer reader
- Real Player
- Flash Player/Shockwave
- Virus Protection Software: Norton Anti-Virus or McAfee Virus Shield
National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

American Nurses Association Code for Nurses

www.nursingworld.org/ethics/chcode.htm

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

OHSU School of Nursing Dress Code & Body Piercing

It is expected that students will exercise good taste and maintain a neat and well-groomed appearance congruent with a professional culture. When attending class in a health care setting or working in the clinical area, students are expected to conform to the professional norm of that area. Each campus determines its own student uniform. With faculty approval, students may periodically update their uniform requirements. It is expected that the uniform selected will be professional, identifiable as a nursing uniform, and consistent in appearance. Identification badges must be worn at all times while on campus or in the health care clinical setting. Additional information on OHSU’s dress code can be found at: www.ohsu.edu/son/student/orientation_uniforms.html

Each course that includes a clinical component will specify appropriate clothing requirements and those requirements can be found in the syllabus for each course. Requests for exceptions to the dress code should be made to the clinical faculty who will take into account the clinical setting and the reason for the request. For example, earrings are the only jewelry allowed for body piercing. Faculty will consider the piercing site and size of jewelry in determining whether or not to allow an exception.

Each campus or specialization may have more specific requirements regarding the dress code.

Student Code of Conduct & Responsibility

(School of Nursing Policy # 20-04.22)

The provisions of these rules apply to all matriculated students, non-matriculated students taking courses, and University-sponsored or recognized student organizations and activities on University owned or controlled property or any other location. In addition to these rules, students must comply with the OHSU Code of Conduct and all other applicable University policies.
Because nursing students, after graduation, may be licensed to practice nursing and are required to assume responsibility for the life and welfare of other human beings, every nursing student is expected to demonstrate competence and patterns of behavior which are consistent with professional responsibilities and which are deserving of the public's trust. All students are required to sign an agreement to abide by the guidelines contained in the Code at the time of admission acceptance.

All students are expected to uphold the highest standards of professional honesty and integrity and to know and comply with the guidelines provided in this Student Code of Conduct and Responsibility (the "Code"). Students and faculty are expected to report to the School of Nursing Conduct Officer any unethical or proscribed conduct that violates this Code. A Statement of Violation of the Student Code of Conduct & Responsibility for reporting unethical or proscribed conduct is available on the OHSU School of Nursing (School of Nursing) website or can be obtained from the Student Conduct Coordinator.

A student, group of students, or student organization whose conduct is determined to be inconsistent with the standards as described in this Code is subject to disciplinary action. The procedures for that action are intended to lead to self-evaluation and accountability. The Code will be applied without regard to age, ability, ethnicity, gender, race, disability, religion, political affiliation, sexual orientation, or any other basis protected by state, local, or federal law. The procedures of this Code consider each case individually, and informal resolution of student conduct complaints will be sought whenever possible.

Conduct prohibited by the School of Nursing and by OHSU includes:

1. Violating existing School of Nursing or University policies or regulations, including the OHSU Code of Conduct;
2. Violating professional standards as described in the School of Nursing Catalog and Student Handbook;
3. Violating confidentiality, privacy, or security standards as discussed in the Health Insurance Portability and Accountability Act (HIPAA);
4. Engaging in academic dishonesty, cheating, or fraud, including but not limited to: a) plagiarism, from the work of others, including work by other students or from published materials without appropriate citation, b) the buying and selling of course assignment and research papers, c) performing academic assignments (including tests and examinations) for other persons, d) unauthorized disclosure and receipt of academic information, e) allowing students to copy answers from exams or assignments, f) using disallowed materials or methods for exams or assignments, and g) falsification of research data;
5. Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to education or professional matters;
6. Falsifying or misusing University, School of Nursing, or clinical records, permits, or documents;
7. Exhibiting behavior disruptive to the learning process or to the academic or community environment;
8. Being convicted of a crime before becoming a student without disclosure during criminal background check process at admission under circumstances bearing on the suitability of a student to practice a health or related profession; or conviction of a crime while a student;
9. Being under the influence of any unlawful drug, any alcohol or misusing prescription drug while in classrooms, clinical settings, or School of Nursing property;
10. Obstructing or disrupting teaching, research, administration, disciplinary procedures, or other institutional activities including the University's public service functions or other authorized activities on institutionally owned or controlled property;
11. Obstructing, disrupting, or interfering with freedom of movement, either pedestrian or vehicular, on institutionally owned or controlled property;
12. Possessing or using firearms, explosives, dangerous chemicals, or other dangerous weapons or instrumentalities on institutionally owned or controlled property in contravention of law or University policies;
13. Detaining or physically abusing any person or intending to threaten imminent bodily harm or endangering the health of any person on any institutionally owned or controlled property;
14. Intentionally damaging, misusing or taking without permission institutional property or the property of any other person where such property is located on institutionally owned or controlled property, or, regardless of location, is in the care, custody, or control of the University;
15. Refusing to comply with an order of the President or appropriate authorized official to leave institutional property or premises because of conduct proscribed by this policy when such conduct constitutes a danger to personal safety, property, or educational or other appropriate institutional activities on such premises;
16. Entering institutional facilities, including buildings and grounds without authorization;
17. Illegally using, possessing, or distributing drugs on institutionally owned or controlled property;
18. Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting means that advocacy of proscribed conduct, which calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the University, including the safety of persons and the protection of its property;
19. Failing to report incidents involving patients;
20. Failing to report observed unethical or proscribed behavior;
21. Taking food, medications, patient belongings or materials from clinical settings without approval or authorization;
22. Not questioning a medical order when in doubt;
23. Not respecting patient confidentiality.
24. Engaging in illegal activities; and
25. Disregarding the ethical standards appropriate to the practice of a health or related profession while a student or before becoming a student,

Students whose behavior violates this Code are subject to one or more of the following sanctions:

1. Restitution: In cases involving damaged, stolen, or misappropriated property, a student may be required to reimburse by dollar amount, by transfer of property, or by the provision of services to the University or a member of the University community in accordance with the nature of the violation and in an amount not to exceed the actual expenses, damages, or losses incurred.
2. Community Service: A student may be required to render a designated number of hours of specified service to the University or the community.
3. Reprimand: A student may receive written notice that the conduct in which the student(s) engaged is inconsistent with the Code. Such notice will indicate that future violations of the Code may result in the imposition of more serious sanctions.
4. Disciplinary Probation: A student may be placed on probation during which there is observation and review of behavior and the student must demonstrate compliance with the student conduct regulations. A student on probation is not in "good standing" with the School of Nursing. Terms of the probation will be determined at the time the probation is imposed and may include loss of privileges, restitution, and/or required educational activities.
5. Loss of Privileges: A student may be denied specific privileges normally associated with student status, such as participation in recognized activities or use of University facilities or services.
6. Negative Notation on Transcript: A student may be subject to entry of information onto the student’s OHSU academic record regarding his or her violation of the Code and subsequent sanction. The entry may be permanent or temporary. If the notation is temporary, after the expiration of the period of time specified, the notation will be removed upon written request by the student.
7. Suspension: A student may lose the right to be a student at the University for a specific period of time. Suspended students are not eligible for the privileges and services provided to currently enrolled students, including residing in University-owned or recognized student housing, registering, attending class, or using other University services or facilities. The suspension may be specified for any length of time.

If a student is suspended, fees will be refunded in accordance with the refund schedule adopted by the University. The conditions of suspension take effect immediately after the student has been informed of the decision. If an appeal is filed, the imposition of the suspension will be stayed until the conclusion of the appeal process. However, if a pending conduct hearing or appeal may result in suspension, awarding of the academic degree sought will be postponed pending the outcome of the hearing.

Upon expiration of the period of suspension, the student may submit in writing to the Senior Associate Dean for Academic Affairs a request for permission to apply for readmission to the University. The request should include a description of the student's activities since the suspension went into effect. If the Senior Associate Dean for Academic Affairs certifies that the terms of suspension have been met, the student may apply for readmission through the regular process. Such readmission shall be contingent on the satisfaction of all general admission and registration requirements.

8. Expulsion: A student may be permanently suspended from the School of Nursing and is not eligible for readmission. (See Section (6) of this part).
9. Degree Revocation: A former student may have his/her degree revoked if the student is found to have engaged in academic dishonesty in courses taken leading to a degree that, if known at the time the degree was awarded, would have made the student unqualified for the degree.

Students may appeal sanctions to the School of Nursing Senior Associate Dean for Academic Affairs or his/her designee. An appeal must occur within 14 calendar days. The School of Nursing Senior Associate Dean for Academic Affairs or his/her designee must reply to the student within 14 calendar days.

All matters pertaining to the incident are confidential. All records/materials regarding a case in which the Code of Conduct was violated will be kept in locked files in the School of Nursing for 20 years after the student's last date of attendance. Materials regarding a dismissed case will be destroyed at the end of the inquiry. Disciplinary actions will be noted in the student's academic file.
For the current procedures related to Student Code of Conduct, violation reporting and hearing processes, refer to the School of Nursing policy manual available to students online or www.ohsu.edu/son/policyandprocedures/policy/20-04.22.pdf or on the student forms page at www.ohsu.edu/son/policyandprocedures/studentforms.html

Students seeking additional assistance may contact the 2007-2008 Student Conduct & Grievance Officer, Rick Daniels at 541-552-6701 or danielsr@ohsu.edu. Students may also contact the School of Nursing Office of Academic Affairs 503 494-2624

**Body Fluid Splashes and Accidents/Incidents during Clinical Placement or Practicum**

Students must immediately report all body fluid splashes, needle sticks, and other events that could endanger their health to their clinical faculty and take appropriate follow up action. Students on regional campuses follow up with their primary health care provider. Portland students follow up with their student health center. Portland students using the OHSU Emergency Services without receiving authorization or notifying the Student Health Service may have additional charges. Students’ major medical insurance will be billed for emergency and off-campus services. Follow the protocol of the agency. Request information from the agency regarding the contamination risk based on the clients health status.

For further information please see: www.ohsu.edu/son/student/forms/Exposureprecaution_pdx.pdf

**Syllabi**

It is the students’ responsibility to keep all syllabi for course work. Students may need them as evidence for future state licensure. Syllabi are available at the beginning of each quarter. Students are expected to become acquainted with the entire syllabus, to clarify any perceived ambiguities with the course coordinator at the beginning of the term and to meet the objectives by the end of the quarter.

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*March Wellness is a unique medical wellness fitness center and spa that students are welcome to join. The wellness culture of March promotes a safe and supportive atmosphere and an array of programs and services that students can select from and combine to meet individual needs.*
ACTIVITIES, ORGANIZATIONS & SERVICES

Activities

Students enrolled at OHSU at the Ashland, Klamath Falls, La Grande campuses are referred to their host campus for a description of available student services and facilities. Facilities such as student health services, libraries, computer centers, fitness centers and various events are available to students by virtue of the fee structure.

General invitations are extended to all students to attend special lectures and meetings at OHSU. Notices of these events are posted on bulletin boards and through e-mail notices. Social events are planned each year by student organizations.

EOU, OIT and SOU sponsor intercollegiate and intramural programs, financed in part by incidental fees and are therefore open to OHSU nursing students on the EOU, OIT or SOU campus. See the EOU, OIT or SOU catalogs for more information. OHSU-Portland is unable to sponsor athletics.

We highly recommend that prospective and current students familiarize themselves with the OHSU university-wide activities, organizations, and services (i.e., Office of Student Access Handbook, Commencement Guide, Student Groups, Quarterly Events, Guide for Alcohol & Drug Problems, and International Student Handbooks). There is a broad range of OHSU and School of Nursing committees that provide opportunities for student leadership and representation. www.ohsu.edu/academic/acad

OHSU

Contact the Director of Student Activities & the Student Center 503 494-8292 to participate in these groups.

Student Health Advisory Committee: one junior baccalaureate student, one senior baccalaureate student, and one graduate student representative;

Financial Aid Advisory Committee: one student representative from each campus;

Incidental Fee Committee: one student representative from each campus; and

OHSU Student Council (Portland Campus): at least two representatives from each year of the undergraduate and graduate programs.

School of Nursing

Contact the Office of Academic Affairs at 503 494-2624 to be referred to the appropriate contact for each committee.

Baccalaureate Curriculum Committee: One student is elected by the Student Nurses Association to serve on this committee. The student may be from any campus.

Grievance & Student Conduct Committee: Eleven students who serve one-year terms are elected by the Student Nurses Association from the Ashland/Klamath Falls and La Grande campuses (2); Portland campus (4), and three Master’s or Doctoral students are elected by the Graduate Nursing Senate.

Practice Graduate Curriculum Committee: One student representative

Research Council: One graduate student representative
Organizations

**National Student Nurses Association**

The National Student Nurses Association (NSNA) is a pre-professional organization with nationwide membership of other nursing students in various nursing programs. Members may take advantage of the many programs, services, product discounts, and leadership opportunities that NSNA offers. Participating campuses assess an NSNA fee each term from undergraduate students that covers the cost of membership. Academic program staff assists students in completing the NSNA application form and a faculty advisor is assigned to help coordinate events. Contact the Student Nurses Association leaders at your campus for more information about this organization or www.nsna.org

**OHSU Global Health Alliance**

www.ohsu.edu/som/gha/ or gha@ohsu.edu

To reduce international health disparities, our group promotes global health awareness, education and advocacy at OHSU. We facilitate opportunities for students to visit other countries to learn about health care in diverse cultures and settings. Finally, we use our global health awareness to serve the health care needs of our local community.

Through Global Health Alliance activities, we hope to increase OHSU collaboration with the global health community in order to promote health equity for all people worldwide.

**OHSU Student Council**

www.ohsu.edu/academic/acad/ahc/

The OHSU Student Council is comprised of students from the varied academic programs at OHSU. Each school contributes members to the Council. Two representatives from each class serve on the Council for one year. A president, vice presidents and a communications director are elected in May from among Council members for the following year. Officers are paid a small honorarium for their time and effort. While only elected representatives may vote on Council business, all students are welcome to Student Council meetings. The OHSU Student Council’s purpose is:

- To maintain and develop an intellectually stimulating atmosphere conducive to the acquisition and application of a basic fund of health science knowledge;
- To take action in the best interest of the student body and the university community;
- To provide an official voice through which student opinion may be expressed;
- To provide an official and representative student on school designated committees which receive complaints, investigate student problems and participate in decisions involving students;
- To promote the exchange of information and ideas among the various schools at OHSU; and
- To establish and maintain formal communication between the student body and the faculty administration

**OHSU School of Nursing Student Senate**

Each School of Nursing campus has an organized undergraduate student body government. The student government on each campus elects its own governing body called the School of Nursing Student Senate. Each School of Nursing Student Senate appoints student members to university, school, and faculty committees, organizes nursing student body activities and represents student opinion to the faculty, administration and public.

The elected student officials are the key people responsible for maintaining communication between the School of Nursing and the student body, and for forwarding concerns of the student constituency to the appropriate School of Nursing faculty, staff or administrator for resolution.

Student government groups maintain a budget to support their School of Nursing government activity. In addition, each governing unit has an affiliation with the host campus student government, participates in the host campus activities, and has access to the student activity fee funds of the host campus.

**OHSU School of Nursing Graduate Nursing Senate**

The Graduate Nursing Senate was formed to represent the interests of OHSU School of Nursing master’s and doctoral students on all campuses. This organization has three purposes:

- Provide a unified voice for OHSU School of Nursing graduate students;
- Promote professional development, networking and social interaction among graduate students; and
- Develop programs that assist in the transition into and out of graduate school.
The senate is comprised of three officers, program representatives from each OHSU School of Nursing graduate programs, at-large graduate student representatives and graduate student representatives for the Student Health Advisory Council, OHSU Student Council, Curriculum Committees and Grievance & Student Conduct Committee. Elections are held in the spring and the fall. All graduate students in the OHSU School of Nursing are members and are encouraged to attend monthly meetings. This organization is funded through student incidental fees. Questions about the Graduate Nursing Senate can be submitted to SNGNS@ohsu.edu or visit www.ohsu.edu/son/student/gns.shtml

**OHSU School of Nursing Alumni Association**

[www.ohsu.edu/son/alumni/](http://www.ohsu.edu/son/alumni/)

OHSU School of Nursing Alumni Association serves all alumni from all OHSU School of Nursing sites. The mission of the Alumni Association is to support the School of Nursing in the tradition of leadership and excellence in education, research, practice, and community service. The Alumni Association provides coordination and communication services as well as facilitates social and professional activities that promote commitment and loyalty among alumni, faculty, students, staff, and friends of the School of Nursing. For more information call the Alumni Association at 503 494-4404.

The Alumni Association supports students with activities that include:

1. Providing professional development experiences through the Rise to the Challenge: Exploring Careers in Nursing event, and mentoring opportunities;
2. Providing assistance to the regional campuses; and
3. Hosting social networking opportunities such as student orientations.

The Alumni Association supports alumni through activities such as:

1. Coordinating the annual Alumni Homecoming and class reunions;
2. Producing the alumni magazine, Nursing Progress, and e-notes, an electronic monthly communication;
3. Providing membership benefits to dues paying alumni;
4. Recognizing outstanding alums with the Distinguished Alumni of the Year Award; and
5. Coordinating the School of Nursing Annual Fund drive and special funds such as the Alumni Association Scholarship Fund.

**Oregon Student Nurses Association**

[www.oregonsna.org](http://www.oregonsna.org)

The OHSU-OSNA is a member of the state chapter of the National Student Nurses Association and maintains ties with other Oregon nursing schools and the Oregon Nurses Association. The primary function of this campus chapter is to organize workshops, forums, and seminars on nursing issues. It links students with professionals and practitioners of nursing. OSNA members gain access to nursing in a way that the teaching-learning academic model doesn’t offer.

Contact the Student Nurses Association leaders at your campus for more information about this organization.

**Sigma Theta Tau**

The Beta Psi Chapter was formally installed as a chapter of Sigma Theta Tau, the international nursing honor society, on April 10, 1976. The purposes are to recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Membership is chosen from undergraduates who have demonstrated ability in nursing, completed at least half of their undergraduate nursing curriculum, maintained at least a 3.0 GPA and are in the upper 35 percent of their class. Membership is chosen from graduate students who have demonstrated ability in nursing, completed at least one quarter of their curriculum, and maintained at least a 3.5 GPA. In addition, community nurse leaders are inducted with the endorsement of at least two other nurse leaders. Notice of membership meetings are sent out in newsletters and through listserv emails. Additional information about Sigma Theta Tau International is available at [www.nursingsociety.org](http://www.nursingsociety.org).
Services

OHSU Affirmative Action/Equal Opportunity
503 494-5148
www.ohsu.edu/aaeo/

The Affirmative Action/Equal Opportunity office is available to assist you if you have a complaint regarding prohibited discrimination and harassment; if you would like to request reasonable accommodation for a disability or for religious reasons; or if you need advice and/or education regarding prohibited discrimination or harassment.

Health Services

On the Portland campus, all students enrolled for one or more credits are assessed a health service fee. The stipulations based on credit vary among regional campuses. Please refer to the specific institution for health service policies governing fees and services. Students may also buy coverage at the health service for their eligible dependents or pay fee-for-service.

Library

503 494-3460 or refer@ohsu.edu
www.ohsu.edu/library

On-campus and distance education students must be currently enrolled to have access to library services. All journals and books can be used in the library and most can be checked out. Photocopy machines are available and copy cards can be requested at www.ohsu.edu/library/departmental.pdf. Library barcodes must be used to check books out or to use resources from off campus. Barcodes can be picked up at the circulation desk in the library or requested with the online application at https://www.ohsu.edu/library/libcdapp.shtml.

The library provides access to more than 100 databases in the health sciences, basic sciences, and general information. They are available both on and off campus. All electronic journals are available to anyone on campus and with the library barcode off campus. Some current and older issues of journals are available in print in the main library and by request from the old library and storage. Electronic resources: E-Reference is an online reference library available at www.ohsu.edu/library/netcat/. Consumer health: This is a collection of links to health information for nonprofessionals. It’s valuable when looking for basic information and for use with patients. This is available at www.ohsu.edu/library/consumerhealth/

OHSU reference librarians answer most online questions within 24 hours. Go to www.ohsu.edu/library/refrequest.shtml or contact a reference librarian at 503 494-3462. Classes are available on using a variety of library resources. Classes are scheduled quarterly at www.ohsu.edu/library/classes.shtml or by appointment.

Oregon licensed health professionals have access to a subset of electronic resources described at www.ohsu.edu/library/offcampus/nonohsu.shtml

march wellness

www.marchwellness.com

March Wellness is a unique medical wellness fitness center and spa. Recognizing that no two of us are alike and that each of us is at a unique point in life, the wellness culture of March promotes a safe and supportive atmosphere and an array of programs and services that you can select from and combine to meet your individual needs. Whether you want to dive in or ease in, March Wellness provides you with a wide variety of activities.

OHSU Bookstore

503 494-7708 or 877 342-3907
www.ohsu.edu/ohsubookstore/

OHSU Bookstore is intended to be a resource for students, faculty, staff and the local medical community and is located on the 2nd floor of the Student/University Center. The OHSU Bookstore has broad selection of roughly 4000 health science related text and reference books, as well as a selection of logo items such as sweatshirts, t-shirts, pens, pencils, lanyards and standard school supplies. OHSU Bookstore also carries medical equipment that students throughout the university will need such as stethoscopes, tuning forks, EKG calipers and much more.
OHSU Office for Student Access
503 494-0082
www.ohsu.edu/academic/acad/osahome.html

The OHSU Office for Student Access (OSA) serves two primary purposes. First, the OSA serves the needs of students with disabilities by providing guidance and services through the disability determination process while also assisting with developing strategies and accommodations. OSA serves students with disabilities both on and off the Portland campus in all of OHSU's educational programs. Second, OSA also acts as a resource for all students located on the Portland campus related to learning styles, strategies, study skills, time management and other academic support related issues.

OSA views disability as just one of many aspects of diversity represented in our student population here at OHSU and supports, to the fullest extent possible, the concept of Universal Design, with its goal of creating environments that support the diverse learning needs of all our students.

OHSU Center for Diversity and Multicultural Affairs
503 494-7574
www.ohsu.edu/academic/diversity/

The OHSU Center for Diversity and Multicultural Affairs provides a close, cooperative working relationship among students, advisors, faculty and administration in developing programs and services that reflect the diversity of cultures and to support the academic development of all students. The center offers: assistance in making the transition to the university's environment; supplemental instruction seminars and cross-cultural counseling information and referral services; coordination of traditional ethnic celebrations; a place for international and ethnic students to meet and socialize; and workshops in the development of ethnic competence. The Center for Diversity and Multicultural Affairs also publishes a Portland area multicultural resource book listing Portland area international cuisine restaurants, grocery stores, diverse community and congregation centers, foreign consuls, OHSU interest groups, and more that reflect Portland's diversity. www.ohsu.edu/academic/acad/multiculturalresources.pdf

OHSU Public Safety
503 494-7744
www.ohsu.edu/pubsafety/

The OHSU Public Safety office strives to promote a safe and secure environment through professional, dedicated service to the university community. Information about the services offered by OHSU Public Safety, emergency preparedness, and campus crime statistics can be located on the Web site.

OHSU Student/University Center

The OHSU Student/University Center is located in the former Fitness & Sports Center building, and is currently in development. The first phase of construction is underway and will result in a state-of-the-art multimedia room, a large open lounge space on the first floor, and a space for vending machines until food services are constructed. The first phase of construction is planned to be completed by the end of September 2007.

Future phases of construction will move the center to a full-service student center. The completed center will provide an enlarged bookstore, lounge, gathering/study spaces on multiple floors, wireless computer access, student government offices, and high tech modular meeting rooms for use by students, faculty, staff and campus departments.

The swimming pool, hot tub and locker rooms have been carried over from the old Fitness & Sports Center, and will remain open during all phases of construction. These facilities are available to students 6 a.m. to 9 p.m. Students who bicycle or walk to campus are encouraged to use the locker rooms.
Virginia J Adams, RN, MSN, Assistant Professor, Ashland Campus; BSN, California State University, Fresno, 1974; MSN, Oregon Health Sciences University, 1989.

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Megen P Bach, Lecturer, Portland Campus; BS, Oregon State University, 2003.

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Jennifer DM Sanderson, MSN, BSN, Instructor, Portland Campus; BSN, California State University, Chico, 1998; MSN, George Mason University, 2003.

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Barbara A Stewart, RN, MN, Instructor, Ashland Campus; ADN, Southern Oregon University, 1976; BSN, University of Portland, 1995; MS, University of Portland, 1996.

Kathryn B Still, MN, BSN, Instructor, Portland Campus; AND, Boise State University, 1988; BSN, Boise State University, 1999; MN, Oregon Health & Science University, 2006.

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Saundra L Theis, RN, PhD, Interim Dean and Professor, Ashland Campus; BS, Ohio State University, 1961; MS, University of Colorado, 1963; PhD, Northwestern University, 1988.

Ellen L Tilden, RN, MS, Instructor, Portland Campus; BRN, University of California, San Francisco, 1998; MS, University of California, San Francisco, 2000.

Catherine R Van Son, RN, MN, Instructor, Portland Campus; BSN, University of Colorado, Denver, Col, 1986; MSN, Oregon Health & Science University, 1994.

Julia M Vance, RN, MS, Instructor, Portland Campus; BSN, Oregon Health & Science University, 1991; MS, Oregon Health & Science University, 2002.

Rhonda Vander Sluis, RN, BSN, Lecturer, Portland Campus; BSN, University of Iowa, 1979.

Shelly S VanderVelden, RN, MS, Assistant Professor, La Grande Campus; MS, Oregon Health & Science University, 2004.

Dana L VanTassel, RN, MSN, ARNP, Instructor, Klamath Falls Campus; BSN, Eastern Washington University, 1992; MSN, Gonzaga University, 1999.

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Lynn A Willis, RN, Lecturer, La Grande Campus; BSN, Oregon Health & Science University, 1995.

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Lisa J Wood, PhD, RN, Assistant Professor, Portland Campus; BS, University of Dundee, Scotland, 1989; BS, Johns Hopkins University, 2000; PhD, Glasgow University, 1994.

Nancy A Yie, RN, MS, Instructor, Ashland Campus; ADN, St. Joseph Mercy School of Nursing of Detroit, 1964; BSN, Wayne State University, 1969; MA, University of Washington, 1977.

Stephen J Yermal, PhD, CRNA, BSN Assistant Professor, Portland Campus; BSN, University of Maryland at Baltimore, 1981; MS, Rush University, 1988; PhD, Loyola University-Chicago, 2005.

Heather M Young, PhD, RN, GNP, Professor, Ashland Campus/Portland; MS, University of Washington, 1989; PhD, University of Washington, 1991.
CAMPUS MAPS & ACADEMIC CALENDARS

Ashland Campus

(Southern Oregon University)
La Grande Campus

(Eastern Oregon University)
# Undergraduate Academic Calendar

<table>
<thead>
<tr>
<th></th>
<th>Ashland (Sr.)</th>
<th>Klamath Falls (Sr.)</th>
<th>La Grande (Sr.)</th>
<th>Accelerated</th>
<th>RNBS</th>
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<tbody>
<tr>
<td>Summer Registration Begins</td>
<td>5/14</td>
<td>5/14</td>
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<tr>
<td>Last Day to Pay Tuition &amp; Fees</td>
<td>7/16</td>
<td>7/2</td>
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<td>7/2</td>
<td>7/9</td>
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<td>Last Day to Add/Drop without a “W”</td>
<td>7/16</td>
<td>7/2</td>
<td>7/2</td>
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<td>7/9</td>
</tr>
<tr>
<td>Last Day to Drop Classes with a “W”. Classes dropped after this date will receive a “WU” or “WS”.</td>
<td>7/27</td>
<td>7/13</td>
<td>7/20</td>
<td>7/27</td>
<td>8/3</td>
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<tr>
<td>Last Day to Withdraw with full refund</td>
<td>7/20</td>
<td>7/6</td>
<td>7/6</td>
<td>7/6</td>
<td>7/13</td>
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<tr>
<td>Independence Holiday</td>
<td>7/4</td>
<td>7/4</td>
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<tr>
<td>Summer Term Ends</td>
<td>8/10</td>
<td>8/3</td>
<td>8/17</td>
<td>8/31</td>
<td>8/31</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>9/3</td>
<td>9/3</td>
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<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Winter 2008</th>
<th>Spring 2008</th>
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<tbody>
<tr>
<td>Fall Registration Begins</td>
<td>8/6</td>
<td>11/12</td>
<td>2/11</td>
</tr>
<tr>
<td>Last Day to Register W/O Late Fee</td>
<td>8/17</td>
<td>11/23</td>
<td>2/22</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>9/24</td>
<td>1/7</td>
<td>3/31</td>
</tr>
<tr>
<td>Last Day to Pay Tuition and Fees</td>
<td>10/1</td>
<td>1/15</td>
<td>4/7</td>
</tr>
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<td>Last Day to Add/Drop without a “W”</td>
<td>10/1</td>
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<td>4/7</td>
</tr>
<tr>
<td>Last Day to Drop Classes with a “W”. Classes dropped after this date will receive a “WU” or “WS”.</td>
<td>10/26</td>
<td>2/8</td>
<td>5/2</td>
</tr>
<tr>
<td>Last Day to Withdraw with full refund</td>
<td>10/5</td>
<td>1/18</td>
<td>4/11</td>
</tr>
<tr>
<td>Holiday</td>
<td>11/22-11/23</td>
<td>1/21 &amp; 2/18</td>
<td>5/26</td>
</tr>
<tr>
<td>Term Ends</td>
<td>12/7</td>
<td>3/21</td>
<td>6/13</td>
</tr>
<tr>
<td>Graduation</td>
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<th>Summer Term 2007</th>
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<tbody>
<tr>
<td></td>
<td><strong>Master’s, Postmaster’s &amp; PhD</strong></td>
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<tr>
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<td>Last Day to Register W/O Late Fee</td>
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## Contact Information

### Ashland Campus
- Undergraduate Student Contact: 541 552-6256
- Graduate Student Contact: 541 552-6227

### Klamath Falls Campus
- Undergraduate Student Contact: 541 885-1665

### La Grande Campus
- Graduate Student Contact: 541 962-3528
- Undergraduate Student Contact: 541 962-3803

### OHSU Central Services & Portland Campus
- OHSU Affirmative Action/Equal Opportunity: 503 494-5148
- OHSU Center for Diversity and Multicultural Affairs: 503 494-5657
- OHSU Center for Student Access: 503 494-0082
- OHSU Office of Academic & Student Affairs: 503 494-7878
- OHSU Registrar & Financial Aid: 503 494-7800 or 800 775-5460
- OHSU Student Council: 503 494-3657
- OHSU Bookstore: 503 494-7708 or 877 342-3907
- School of Nursing Office of Academic Affairs: 503 494-2624
- School of Nursing Office of Recruitment, Admissions and Progression: 503 494-7725
- School of Nursing Undergraduate Programs: 503 494-3926
- RNBS Program: 541 552-6736
- School of Nursing Graduate Programs: 503 418-2271
- Student/University Center: 503 494-8295
- Transportation & Parking: 503 494-8283

Biking to Marquam Hill: [www.ohsu.edu/bike](http://www.ohsu.edu/bike)

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*The class of 2007 and their friends and family celebrate at Portland Center for the Performing Arts in Portland.*