



OREGON HEALTH & SCIENCE UNIVERSITY
SCHOOL OF NURSING

A Passion for Nursing



School of Nursing Catalog 2002-2004

Addendums added 3/2003, 7/2003, 5/2004 and begin on page 103



Where Healing, Teaching and Discovery Come Together

W

elcome to the University

Welcome to the university, and to being part of one of the most vibrant health centers in the United States. While it's true that OHSU is in the midst of unprecedented growth, it's the people who have been drawn here that make it exciting.

Your teachers will be among the best in their fields. Nurse faculty conduct research on many fronts, including caregiving to dependent family members, preventing low birth weight babies for high-risk pregnant women and understanding spouses' experiences of living with Parkinson's disease.

What nurse researchers are exploring today will bring new knowledge and new techniques to the bedside tomorrow.

New information technologies and new institutes vastly expand our ability to serve rural and remote areas of the state. Among them are the Center for Healthy Aging, Center for Research of Symptom Management in Life-threatening Illness, Biomedical Information and Communication Center, the Casey Eye Institute, the Vollum Institute for Advanced Biomedical Research 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.

I am pleased you have decided to join us in this exciting part of our history.

Peter O. Kohler, MD
President



T able of Contents

Message from the President	1	International Students	48
OHSU Mission Statement	3	Finances	49
About OHSU	4	Financial Aid	50
Message from the Dean	10	Facilities & Services	54
Administration	11	Coursework	59
School of Nursing Profile	13	Faculty	90
Mission and Philosophy	13	Campus Maps	99
Tradition: The History of the School...	13		
Liability and Insurance	15		
Accreditation	15		
Scholastic Regulations	16		
Grading System and Grades	16		
Leave of Absence	16		
Withdrawal	17		
Dismissal	17		
Scholastic Achievement	17		
Application for Degree	17		
Progression	17		
Electives-Concurrent Courses	17		
Programs	18		
Undergraduate Program	18		
Bachelor of Science Program	20		
Accelerated Bachelor of Science Program	21		
Bachelor of Science Program for RNs ..	23		
Graduate Programs	24		
Master's Degree Program	26		
Master's Program of Study —			
All Specialties	26		
Graduate Entry Program	43		
Post-master's Certificate Option	44		
PhD Program	44		
Post-PhD	47		
Non-degree Enrollment	47		

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.

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 hospitals 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 another applicable basis in law. Direct inquiries to the Affirmative Action/ Equal Opportunity Program, 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.



In pursuit of Knowledge

OHSU'S 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 and high-technology professionals, scientists, environmental engineers and managers for leadership in their fields
- Provide **high-quality health care** emphasizing the development and dissemination of new knowledge and cutting-edge technology
- Explore new basic and applied **research frontiers** in health and biomedical sciences, environmental engineering, computation, and information technology
- Improve access to health care and education through **community service** and outreach to Oregon's underserved populations

ABOUT OHSU

Oregon Health & Science University is focused on one central goal: improving the well-being of all Oregonians.

OHSU educates health and high-technology professionals, scientists and environmental engineers, and it undertakes the indispensable functions of patient care, community service and biomedical research. No other institution in the state is quite like OHSU. It touches the life of everyone in Oregon.

OHSU includes four schools; two hospitals; numerous primary care and specialty clinics, research institutes and centers, interdisciplinary centers, and community service programs. Regardless of the programs' name or location, teaching, healing and discovery are interwoven in all their activities.

Schools

- School of Dentistry
- School of Medicine
- School of Nursing (Portland, La Grande, Klamath Falls, Ashland)
- School of Science & Engineering
- College of Pharmacy (joint collaboration with Oregon State University)

Hospitals/Clinics

- Doernbecher Children's Hospital
- OHSU Hospital
- OHSU Clinics
- OHSU medical clinics (around the state)
- OHSU dental clinics
- OHSU nursing clinics (around the state)

- Child Development and Rehabilitation Center
- Casey Eye Institute

Interdisciplinary Centers

- Biomedical Information Communication Center
- Center for Coastal and Land-Margin Research
- Center for Ethics in Health Care
- Center for Healthy Aging
- Center for Spoken Language Understanding
- Center for Women's Health
- Dotter Interventional Institute
- Heart Research Center
- OHSU Cancer Institute
- Oregon Hearing Research Center

Research Centers/Institutes

- Center for Human-Computer Communication
- Center for Research on Occupational and Environmental Toxicology
- Neurological Sciences Institute
- Oregon National Primate Research Center
- Pacific Software Research Center
- Vaccine and Gene Therapy Institute
- Vollum Institute for Advanced Biomedical Research

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 science center, it blends education, research and patient care with community service. While each component has individual goals and missions, all of them are bound to-

gether 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 150,000 patients each year, OHSU's hospitals and clinics are the state's main sources 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 improved health, and who take the latest knowledge from the laboratory to the bedside and exam room.

The interdisciplinary network of expertise found at an academic health and science center such as 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 - 91% from Oregon

- Thirty-three percent of the hospital patients come from outside the Portland tri-county metropolitan area.
- Patients come from as far away as Alaska and New York.
- More than 40 percent of the hospital patients are low-income (Medicaid or uninsured), which is twice the average for hospitals statewide.

ured), which is twice the average for hospitals statewide.

Patient satisfaction - Consumers say OHSU is tops

The National Research Corporation surveys individuals both in the Portland metropolitan area and statewide each year to measure patient preferences in health care services. The most recent data of more than 2,000 Oregonians reveals that OHSU is perceived as having the best reputation, the best doctors, the best nurses and the best overall quality among hospitals statewide. Based on this data, the NRC awarded OHSU its Consumer Choice Award in 2002, for the fourth consecutive year.

TEACHING- EDUCATING THE NEXT GENERATION OF HEALTH AND SCIENCE PROFESSIONALS

One of the cornerstones of OHSU's mission is education. OHSU is dedicated to educating the next generation of health and high-technology professionals, biomedical scientists, environmental engineers and managers. The common theme of the university's educational programs is responsiveness - the programs are designed to meet the needs of the state and its citizens.

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 vulner-

able, 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, Medicine, Nursing and Science & Engineering, its training extends beyond the Marquam Hill campus 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 compas-

sion and to stretch beyond the limits of current knowledge.

Performance measures

- Dental graduates had a 100 percent first-time pass rate on the Western Regional Examination Board's clinical licensing exam last year. For the last 11 years, the school has had a 98 percent pass rate on the National Board Examination.
- 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*. This program has been in the top two percent for six consecutive years. An impressive 99 percent of graduates in the M.D. program pass their licensure exams on the first attempt.
- The nursing master's programs are ranked in the top 2 percent for excellence and quality among more than 350 such programs in the nation as reported in *U.S. News & World Report*.
- The program in database technology at the OGI School of Science & Engineering is ranked among the top five in the nation by *U.S. News & World Report*.

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 nearly quadrupled in the past decade. Awards

topped \$220 million during fiscal year 2002. That money supports more than 1,500 projects, which include both basic and applied science. 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.

Grants/awards - more than \$221 million annually

- Competitive funding awards have nearly quadrupled during the last decade — from \$57 million in 1992 to more than \$221 million in 2002. That number is expected to increase from 15 percent to 20 percent annually during the next several years.
- More than 94 percent of OHSU's award dollars come from out-of-state sources. In fiscal 2002, that amount topped \$208 million, \$179 million of which came from federal agencies such as the National Institutes of Health and the National Science Foundation.

A RECORD OF COMMUNITY SERVICE

Along with its missions of healing, teaching and discovery, OHSU devotes significant resources to community service.

Care for the needy - twice the state's average

OHSU cares for the state's most vulnerable citizens. It serves individuals with cultural and language barriers, the poor and the most seriously ill. It assumes responsibility for more low-income patients than any other health system or hospital in the state. More than 40 percent of OHSU's patients are low-income individuals — twice the average for hospitals statewide.

Community service - 200 programs/activities

In partnership with the citizens of Oregon, the university's outreach programs have:

- Increased the number of primary care

providers offering care to vulnerable populations as well as to residents of less-populated communities.

- Focused on strengthening the diversity of the state's health care workforce.
- Encouraged and enabled students and practitioners to advance their education while remaining close to where they live.
- Provided support and expertise to health care providers, researchers and students throughout Oregon.
- Improved access to health care services and information statewide to metropolitan neighborhoods, the inner city and rural communities.
- Examples of OHSU's outreach and public service activities include:
 - The Oregon Poison Center receives 44,696 calls annually on poison exposures and another 9,989 general information calls.
 - The Physician Consult Service receives nearly 35,000 calls a year. Of these, more than 11,500 are from health professionals from throughout the region requesting consultation and advice.
 - The statewide Area Health Education Centers 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 new 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.

WHO PAYS FOR OHSU?

OHSU's annual operating budget is more than \$1 billion. The university, like most businesses, earns the majority of these dollars from its activities and services. Nearly half of OHSU's revenue - and expenses - relate to its patient care services.

About a third of the university's operating budget is earned from grants, contracts and gifts. Revenue from state support, student tuition and miscellaneous sources make up the smallest funding resources.

State support

A significant change to the revenue picture has been a constant decline in state appropriations to help support the institution. Just two decades ago state support made up more than a third of the

university's budget. Today state support for OHSU services makes up less than 5 percent of OHSU's annual operating budget. These funds are used primarily to augment the educational programs in the schools and hospitals. The scientific and patient care enterprises of the university are supported primarily by grants, contracts, gifts and service revenues.

Grants, contracts, construction funding and gifts

Grants and contracts, like construction funding, are allocated for specific projects. OHSU may use the funds only for purposes allowed by the granting organization. Gifts and contributions to the OHSU Foundation and the Doernbecher Children's Hospital Foundation also are limited to the specific uses designated by the donor.

Bond revenues

Bond revenues are raised to support designated projects. Investors who purchase the bonds help pay for such projects as the construction of new buildings, such as the Vaccine and Gene Therapy Institute and the Neurological Sciences Institute, purchase of new equipment, and renovation of clinical and research facilities.

Patient revenues

Compensation for health care, unlike most of OHSU's income, is not tied to a specific project and helps support the entire campus enterprise. It primarily is used to cover the costs of providing health care services. It supports salaries, supplies, equipment, utilities and operations. It also helps OHSU provide health care for people with low incomes.

Reserve fund

A critical part of OHSU's survival depends on creating and maintaining a reserve fund. Without adequate reserves, the institution cannot survive unanticipated financial challenges, nor can it take maximum advantage of opportunities to respond to changes in the marketplace.

CAMPUSES AND BUILDINGS

OHSU's Marquam Hill Campus sits on more than 100 acres overlooking downtown Portland. It occupies 31 major buildings on the hill, and dozens of offices, clinics, education and research facilities throughout the state.

OHSU's 263-acre West Campus in Hillsboro includes the OGI School of Science & Engineering, the Oregon National Primate Research Center, the Neurological Sciences Institute and the Vaccine and Gene Therapy Institute. The acreage affords OHSU the opportunity to expand its services and research, and to serve as an additional catalyst for Oregon's developing bioscience industry. The property is adjacent to the Capital Center Technology Institute.

In total, OHSU occupies more than 5 million square feet of space throughout Oregon.

M

essage from the Dean

Dear Prospective 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 recognize the interrelatedness of science, art and human interaction in the process of care, and have 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.



Kathleen Potempa, RN, DNSc, FAAN
Vice President and Dean, School of Nursing

A Administration

Kathleen M. Potempa, DNSc, RN, FAAN, Vice President and Dean; DNSc, Nursing, Rush University, 1986; MS, Nursing, Rush University, 1978; BA, Psychology, University of Detroit, 1974; Diploma, Nursing, Providence Hospital School of Nursing, 1970

Jeanne M. Bowden, RN, PhD, Associate Professor and Associate Dean, La Grande Campus; PhD, Educational Leadership, Gonzaga University, 1995; MPH, Nursing, University of California, Los Angeles, 1970; BS, Nursing, University of California, Los Angeles, 1969

Katherine Bradley, PhD, MN, Assistant Hospital Director

Billy Cody, PhD, MA, BA, Assistant Professor and Executive Director of External Programs; Philosophy-History, University of Hawaii; MA, Asian Studies, University of Hawaii, East/West Center; BA, Far Eastern Languages, Harvard University

Marna K. Flaherty-Robb, RN, MS; Assistant Professor and Associate Dean for Practice Development and Integration; MS, Nursing, State University of New York, 1977; BS, Nursing, Niagara University, 1968

William L. Gaynor, MPA, Planning Director, Center for Healthy Aging; MPA, Public Administration, Portland State University, 1980; BA, Anthropology, University of Oregon, 1969

Beverly Hoeffler, RN, DNSc, FAAN, Professor and Associate Dean for Academic Affairs; DNSc, Nursing, University of California, S.F., 1979; MS, Nursing, Rutgers University, 1969; BS, Nursing, University of Washington, 1966

Mary McFarland, RN, EdD, Professor Emeritus; EdD, Education, Portland State University, 1989; MSN, Nursing, University of Pennsylvania, 1967; BS, Nursing, Boston College, 1965; Diploma, Nursing, Massachusetts General Hospital, 1960

Paula A. McNeil, RN, MS, Assistant Professor, Exec. Director, WIN and Director, Continuing Education; MS, Nursing, Oregon Health & Science University, 1990; BS, Nursing, Oregon Health & Science University, 1961

Renee M. Menkens, RN, MS, Instructor, Director of Academic Operations; MS, Nursing, Oregon Health & Science University, 1985; BSN, Nursing, Southern Oregon State College, 1983

Barbara C. Peschiera, Director of Development, MS; MS, Journalism, Medill School of Journalism at Northwestern University, 1984; BA, Religion, Reed College, 1982

Gabrielle Petersen, RN, MSN, PMCO, Director of Academic Programs Information; PMCO, Catholic University of America, 1996; MSN, Catholic University of America, 1996; BS, Oregon Health & Science University, 1991

Sarah E. Porter, RN, PhD, Associate Professor, Associate Dean, Student and International Affairs; PhD, Urban Studies, Portland State University, 1992; MS, Nursing, University of Hawaii, 1975; MPH, Nursing, University of Hawaii, 1968; BS, Nursing, University of Oregon, 1963;

Catherine A. Salveson, RN, PhD, Assistant Professor, Program Director, Statewide Bachelor of Science Degree Program for RNs; PhD, Nursing, Oregon Health & Science University, 1996; MS, Nursing, Oregon Health & Science University, 1992; AD, Nursing, University of Albuquerque, 1979; MS, Health Education, University of New Mexico, 1974; BA, Secondary Education, University of New Mexico, 1971

Robert E Schlick, MS, Director of Teaching Innovation and Faculty Development; MS, Communication Studies, Portland State University, 1992; BA, Communication Studies, Marylhurst University, 1989

Christine A. Tanner, RN, PhD, FAAN, Professor, Director of Undergraduate Programs; PhD, Educational Psychology, University of Colorado, 1977; MS, Nursing, University of California, S.F., 1972; BS, Nursing, University of Northern Colorado, 1969

Sandra L Theis, RN, PhD, Professor and Associate Dean, Ashland Campus; PhD, Education, Northwestern University, 1988; MS, Nursing, University of Colorado, 1963; BS, Nursing, Ohio State University, 1961

Virginia P Tilden, DNSc, RN, FAAN, Associate Dean for Research; DNSc, Nursing, University of California, S.F., 1981; MS, Nursing, University of California, S.F., 1971; BS, Nursing, Georgetown University, 1967

Robert J. Woods, MPA, Assistant Dean for Administration; MPA, Public Administration, University of Washington, 1979; BA, Economics, Stanford University, 1975

School of Nursing Profile

MISSION AND PHILOSOPHY

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. The School's faculty are 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 judgement, understanding of health systems and economics, and interdisciplinary care and communications in a variety of health care settings. Master's degree programs also prepare nurses for advanced practice as nurse practitioners or clinical nurse specialists in a variety of specialties. 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.

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. Concurrently, a standard course of study in public health nursing was offered by the Portland School of Social Work.

Recognizing the need for baccalaureate preparation for entry into nursing practice, the University of Oregon introduced a five-year curriculum in 1926. During the years 1928-39, a companion certificate program offered for qualified students in accredited hospital schools permitted them to receive university offerings facilitating their career mobility.

As a part of the reorganization of the Oregon State System of Higher Education in 1932, the Portland School of Social Work was discontinued. Its program, along with the University of Oregon program in nursing, was transferred to the University of Oregon Medical School campus in Portland, and a Department of Nursing Education was established. A two-year, pre-nursing curriculum, as preparation for the basic degree program, was established at both the University of Oregon, Eugene and at Oregon State University, Corvallis.

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. In 1936, a public health nursing certificate program was accredited.

In response to national need, a diploma program was reestablished in 1943 as a wartime measure.

(It was discontinued in 1950.) The degree program was accelerated for completion in four years. Public health nursing was incorporated into the generic degree program in 1956 under the guidance of Elnora Thomson, a leader in the field.

A \$60,000 grant from the W.K. Kellogg Foundation in 1947 made possible a teaching and supervision program for registered nurses that later became a master's of science degree in teaching in 1955.

The State Board of Higher Education, recognizing the changing nature of nursing, expanded the Department of Nursing Education to its current status as the School of Nursing in 1960.

During the next decade, the school further developed and enlarged the undergraduate and graduate programs with the help of other grants. 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 major areas of graduate study and an increased undergraduate enrollment of registered nurses. The baccalaureate component was further strengthened in 1972 by a grant 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's of nursing degree in 1971.

In November 1974, the School of Nursing, along with the University of Oregon dental and medical schools, became part of a single institution within the state system: the University of Oregon Health

Sciences Center. Because that name failed to reflect independence from the University of Oregon, the state Legislature changed the name to the Oregon Health & Science University in 1981.

A replicate baccalaureate program opened at Eastern Oregon University in La Grande in 1979 to provide underserved regions of the state with nursing personnel. Registered nurses, unable to leave family or responsibilities to upgrade their credentials, benefited by a short-term outreach effort begun at the same time in Corvallis and Eugene.

In the 1980s, change and progress were still the bywords of the OHSU School of Nursing. In the early part of the '80s, the school reorganized its programs to reflect nursing's focus on health and interaction with specific client groups. 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 that leads to the doctor of philosophy degree in nursing. Admissions to the doctoral component began in fall 1985. Students are now able to enter the graduate program at two points, postbaccalaureate and postmaster's, exiting with a master's of nursing, master's of science degree or a doctor of philosophy degree.

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, nursing 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 chancellor mandated a consolidation of state supported nursing education programs. This led to a joining of programs from Oregon Institute of Technology and Southern Oregon University with OHSU. At present the OHSU School of Nursing has programs at both the graduate and undergraduate levels located at four campuses — Ashland, Klamath Falls, La Grande and Portland.

As an aid to offering programs in the state for place bound students, technology was added in the form of polycom and internet course delivery. This technology allows students from cities across Oregon to complete the baccalaureate degree in their home communities. Many of the graduate courses are also broadcast from campus to campus as well as sites throughout the state. The future of nursing education will continue to hold many changes. The method of health care delivery and developments in technology will point the way. The School of Nursing is poised to accept this challenge.

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.

ACCREDITATION

The Oregon Health & Science University is accredited by the Northwest Association of Schools and Colleges.

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 authorization is valid until July 11, 2003 and authorizes Oregon Health & Science University to offer the following degree program: 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 board at P.O. Box 43430, Olympia, WA 98504-3430.

The Nurse-Midwifery Program is accredited by the Division of Accreditation, American College of Nurse-Midwives, 818 Connecticut Avenue NW, Suite 900, Washington DC, 20006, (301) 459-1321, or visit the ACNM Web site at www.acnm.org.

The School of Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Commission on Collegiate Education and the Oregon State Board of Nursing. The NLNAC can be used as a resource for information regarding tuition fees and length of the program. NLNAC, 61 Broadway, New York, NY, 10006.

SCHOLASTIC REGULATIONS

GRADING SYSTEMS

The grading system consists of the following grades: A (4.0), B (3.0), C (2.0), N (0.0), P and NP, I, W and Aud. "A" denotes outstanding; "B" above average; "C" meets minimum requirements; "N" not passing; "P" pass; "NP" not passing; "I" incomplete; "IP" in progress; "W" withdrawn; "WU" withdrawn unsatisfactory; "WS" withdrawn satisfactory; "Aud" audit.

Certain OHSU courses are designated no grade courses. Students in these courses receive grades of pass (P), or no pass (NP). 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 encouraged to remove a grade of "I" in the next quarter. If an "I" is not removed as contracted with the student, the faculty member may convert the "I" to a failing grade. An In Progress (IP) grade can be given for a course that is expected to continue across one or more terms (e.g. thesis, dissertation, reading and conference, or selected clinicals).

When a student withdraws from a course, the grade recorded on the transcript will be either W-S, indicating that the student's work was satisfactory at the time of withdrawal, or W-U, indicating that the student's work was unsatisfactory at the time of withdrawal.

MARKS OF PASS/NO PASS

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. A student must receive at least 90 credit hours in courses for which grades are given to earn a bachelor's degree from the OHSU School of Nursing. All courses required for the nursing major at the undergraduate level must be taken for a letter grade with the exception of courses for which portfolio evaluation is requested. Selected courses at the graduate level may be offered as pass or no pass.

GRADE POINT AVERAGE

For computing a student's grade point average, all courses taken for a letter grade are assigned a numerical point value, as follows: "A," 4 points per credit hour; "B," 3 points per credit hour; "C," 2 points per credit hour; "N," 0 points per credit hour. 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", "Aud," "P" and "NP," are disregarded in the computation of the grade point average.

LEAVE OF ABSENCE

With the approval of the school, a student may interrupt the program for a leave of absence providing one term has been completed. When requesting a leave of absence, the student must establish the term and year to resume study. 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 more than one year. Due to a limited number of clinical placements, return from a leave of absence is dependent upon availability of clinical placements.

WITHDRAWAL

A student who wishes withdraw from the program should request 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 adviser before taking such action. Students who fail to register for a term during the regular academic year and who are not on an approved leave of absence will be considered administratively withdrawn. A student who has withdrawn from the program is required to apply for readmission at least one term prior to the desired term of admission by 1) filing 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. If approved, the date of readmission is determined by availability of clinical and classroom resources.

DISMISSAL

The School of Nursing reserves the privilege of retaining only those students who satisfy the requirements of scholarship and clinical performance necessary for the safe practice of nursing. However, a student may be dismissed for adequate cause without previous warning.

SCHOLASTIC ACHIEVEMENT

Undergraduate students in the top 10% of their class graduate summa cum laude; the next 10% magna cum laude and the next 15% cum laude. Each quarter, full-time students who earn all passing grades and a GPA of 3.5 are placed on the Dean's List.

APPLICATION FOR DEGREE

Degree candidates file an application for a degree in the term before program completion. Responsibility for fulfilling graduation requirements rests with the student.

PROGRESSION

Progression within the program offered by the School of Nursing is dependent on the satisfactory completion of prerequisite and/or concurrent courses. Students should consult the course description section of this catalog to determine course prerequisites. If a student is not progressing satisfactorily, it is the responsibility of the student to seek academic counseling from the assigned adviser.

MASTER'S OR POST-MASTER'S

Students who are admitted to one specialty and interested in transferring to another specialty must submit an application. The application is considered when space is available in the specialty.

ELECTIVES-CONCURRENT COURSES

Students taking a concurrent course at Portland State University and carrying a full academic load at OHSU receive a full-fee certificate that is accepted in lieu of payment at PSU. Students who elect to drop a course or change credit loads during the term must also notify the OHSU registrar. Such changes are subject to a fee. Students are not allowed to enroll in two nursing courses that meet during the same hours in the same term.

Programs

UNDERGRADUATE PROGRAM

END OF PROGRAM COMPETENCIES

The graduate of the OHSU Baccalaureate Program in Nursing 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.

14. Consider global health issues as they relate to such areas as disease transmission, health policies and health care systems.

ADMISSION

Applications for students seeking admission to the baccalaureate program are available from the Office of Academic Programs Information in Portland at (503) 494-7725. Bachelor of Science

Degree Program applications are accepted Dec. 1 to Jan. 15 for the next academic year. Bachelor of Science Degree Program for Registered Nurses applications are accepted July 15 for the following Fall term and February 15 for the following Spring term.

All students applying to any of the OHSU campuses must apply directly to the Registrar's Office on the Portland campus. Applicants may request admission to one or more campuses. If they are not accepted to the campus of their first choice, they will be reviewed for their additional choices. Records are reviewed and recommendations for admissions are forwarded to the dean of the School of Nursing. Notice of acceptance or refusal is sent by the Registrar's Office.

Because of the professional nature of nursing and its responsibility to the public, the school has established standards for student selection. Applicants must maintain a 2.5 grade point average during the pre-nursing program to be eligible for consideration. A "C" grade or better must be obtained in all lower division prerequisites. (All transferable academic work is used to compute the GPA, including grades received fall term before application.)

All students admitted to the OHSU School of Nursing must have completed 91 quarter credits of lower division requirements at an accredited community college, college or university prior to matriculation. Although students may apply while in the process of completing the admission requirements, those admitted will provide a final transcript prior to registration at OHSU reflect-

ing the completion of certain courses. The transcript must indicate completion of no less than 91 quarter (60 semester) hours of transferable college credits.

Group requirements: To promote breadth of liberal education, all candidates for a bachelor's degree are required to take work in lower- or upper-division courses in each of the two groups below.

Humanities Electives:

- English (other than English Composition)
- Foreign Languages
- History of Art or Art Appreciation
- History of Music or Music Appreciation
- Linguistics
- Philosophy
- Religion
- Speech and Theatre Arts

Social Science Electives:

- Anthropology
- Economics
- General Social Science
- History
- Psychology
- Religion
- Political Science
- Sociology

The following is a list of the OHSU School of Nursing non-nursing requirements which satisfy the group requirements of a baccalaureate degree.

<i>NATURAL SCIENCES</i>	<i>CREDITS</i>
*Human Anatomy and Physiology	12
*Microbiology	4

*Chemistry to include Biochemistry	12
*College Algebra	3
*Statistics (Descriptive and Inferential)	3
*Nutrition	3
Total Credits: 37	

ARTS AND LETTERS AND HUMANITIES

Literature	3
Written English/English Composition	9
Interpersonal and Small Group Communication	6/3
Arts and Letters and Humanities Electives (Recommending Philosophy, Foreign Language, Intercultural Communication and/or Sign Language)	12
Total Credits: 30	

SOCIAL SCIENCES

*General Psychology	3
*General Sociology	3
*Human Development (Life-Span)	3
*Cultural Anthropology	3
Social Science Elective (Recommending Political Science, Economics or Business Sciences)	3
Total Credits: 15	

Electives	9
Lower Division Total	91
* Lower division requirements for those who have a baccalaureate degree in another field.	

COMPUTER REQUIREMENTS

Computer Skills: Students entering the upper division major are required to be able to run computer software with minimal tutorial assistance. All students will be expected to use computer skills of word processing, data bases and

spreadsheets as they interact with the library and patient information systems, e-mail including asynchronous computer conferencing.

TRANSFER STUDENTS

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 with advanced standing. Transfer students must complete the application process at least one full quarter before the anticipated date of admission. They must submit a regular School of Nursing application, official transcripts, recommendations and a catalog from the institution of transfer so that course equivalencies may be assessed. Pre-professional and graduation course requirements are the same as outlined for the basic student. A grade point average of 2.5 is required for admission. In addition, the student must submit a letter explaining the reason for the transfer and a letter of recommendation from the dean of the student's present school of nursing.

Students within the statewide OHSU School of Nursing program at any of the four campuses should not expect to be able to readily transfer from one campus to the next. Student transfer is made only in extenuating circumstances and only when there is space available at the campus to which they are requesting transfer.

BACHELOR OF SCIENCE

DEGREE REQUIREMENTS

- Written English/English Composition: nine credits.

**The undergraduate program of study is currently being revised. Please see the addendum beginning on page 104 for a revised program of study.

- Total credits: At least 186 quarter credit hours.
- Credit in the major: At least 36 credit hours, including 24 hours in upper-division courses.
- Credit in residence: A minimum of 45 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.
- Credit in upper-division courses: A minimum of 62 credit hours.
- Academic performance: Graduation requires a minimum accumulated GPA of 2.5 for all courses applicable for credit toward the baccalaureate degree.
- Group requirements: To promote breadth of liberal education, all candidates for a bachelor's degree are required to take a minimum of 36 quarter credits, with at least nine credits in each of the three general education groups (arts and letters and humanities, social science and science).
- Degree requirements: When requirements for degrees are changed, special arrangements may be made for students who have taken work under former requirements. In general, however, a student will be expected to meet the existing requirements at the time the degree is granted.
- Second degree: Students who have a bachelor's degree in a field other than nursing must satisfy the admission requirements and take the lower division prerequisites that support the nursing

major (see * courses on the list of lower division requirements). Students must also complete all of the upper division nursing major in residence at OHSU.

On the next page is a sample curriculum for the bachelor of science program in nursing. Each credit in a theory course is the equivalent of one contact hour. Each credit in a practicum course is the equivalent of three contact hours. All lower division requirements **must** be taken prior to admission to the junior year. Students who have a bachelor's degree in another field need only the * prerequisites.

ACCELERATED BACHELOR OF SCIENCE PROGRAM

The School of Nursing offers students the opportunity to complete required coursework through an accelerated program of study, completing degree requirements in 6 terms of full-time study (or 15 months), rather than 8 terms of study. Students who have been admitted to the regular bachelors' degree program and are eligible for the accelerated progression plan will be invited to apply prior to their first quarter of study. Eligibility criteria are: (1) admission to the regular BS program; (2) a record of exceptional academic performance; (3) a previous bachelors' degree in a field other than nursing; (4) statement of ability to fully engage in a rigorous and demanding program of study.

****The undergraduate program of study is currently being revised. Please see the addendum beginning on page 104 for a revised program of study.**

LOWER DIVISION REQUIREMENTS

<i>NATURAL SCIENCES</i>	<i>QUARTER CREDITS</i>
* Human Anatomy and Physiology	12
* Microbiology	4
* Chemistry to include Biochemistry	12
* College Algebra	3
* Statistics (Descriptive and Inferential)	3
* Nutrition	3
Total Credits: 37	

<i>SOCIAL SCIENCES</i>	
* General Psychology	3
* General Sociology	3
* Human Development (Life-Span)	3
* Cultural Anthropology	3
**Social Science Elective	3
(Recommending Political Science, Economics or Business Sciences)	
Total Credits: 15	
Electives**9	
Lower Division Total: 91	

ARTS AND LETTERS AND HUMANITIES

Literature	3
Written English/English Composition	9
* Interpersonal and Small Group Communication	6
Arts and Letters and Humanities Electives	12
** (Recommending Philosophy, Foreign Language, Intercultural Communication and/or Sign Language)	
Total Credits: 30	

OTHER REQUIREMENTS: COMPUTER SKILLS

*Lower division prerequisites for those who have a baccalaureate degree in another field.
 **Only electives may be taken Pass/No Pass

UPPER DIVISION NURSING COURSEWORK*

<i>JUNIOR YEAR</i>	<i>CREDITS</i>
Intro. to Clinical Nursing (NURS 368)	2-3
Intro. to Clinical Nursing Practicum (NURS 369)	3
Foundations for Nursing Practice (NURS 370)	2
Health Assessment (NURS 371)	5
Pathophysiological Processes: A Foundation for Nursing Practice (NURS 372)	3
Clinical Pharmacology (NURS 374)	3
Clinical Decision Making in Nursing Practice (NURS 376)	2-3
Ethical Issues & Legal Aspects for Nursing and Health Care (NURS 378)	3
Family Nursing (NURS 380)	3
Gerontological Nursing (NURS 382)	3
Nursing Care of Adults with Physiological Alterations (NURS 384)	4
Nursing Care of Adults with Physiological Alterations Practicum (NURS 385)	7
Nursing Care of Families During Health and Illness (NURS 386)	3
Nursing Care of Families During Health and Illness Practicum (NURS 387)	5
Total Credits: 48-49	

SENIOR YEAR

Research in Nursing Practice (NURS 470)	3
Clinical Focus (NURS 471)	5-7
Leadership and Management in Nursing (NURS 472)	3
Health Policy in Nursing (NURS 474)	3
Mental Health Nursing (NURS 484)	4
Mental Health Nursing Practicum (NURS 485)	6
Community Health Nursing (NURS 486)	4
Community Health Nursing Practicum (NURS 487)	6
Reflective Practice Theory	2
Reflective Practice Practicum (NURS 489)	7
Elective (can be nursing or non-nursing)	1-4
Total Credits: 44-49	

Note: 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.

* Course sequence varies by campus; please check with your adviser to plan your course of study.

BACHELOR OF SCIENCE DEGREE PROGRAM FOR REGISTERED NURSES

A baccalaureate degree is available to registered nurses at all OHSU campuses. Applicants must: 1) be licensed as registered nurses; 2) have a minimum GPA of 2.5 to be eligible for consideration. The deadlines for application are December 30 for spring term and June 30 for fall term. Registered nurses may earn credits by completion of courses, credit by exam or document by portfolio. A total of 186 credit hours must be earned to receive a bachelor's of science degree. The breakdown of transferred credit is as follows: 45 credits from the associate degree or diploma program, 72 are met by articulation and taking OHSU's lower division requirements.

RN/BS CURRICULUM

Program length will vary depending upon the student's previous education and the number of courses taken each quarter. The minimum amount of time required to complete the baccalaureate degree following matriculation is three terms of full time study. RN students who plan to enroll part time in the RN/BS program must take theory courses prior to, but no longer than one year before, enrolling in the corresponding clinical courses. Submission of a portfolio for evaluation of prior learning is allowed for Registered Nurses for a few specific courses.

It is not uncommon for students to elect to take longer than two years to complete lower division requirements. Because course numbering differs at

other schools, course titles and course descriptions are used to parallel courses. All courses must be taken for a letter grade with the exception of electives which can be taken P/NP.

Two options exist for RN students to take course work: the student may be formally admitted to the program and pursue a negotiated program of study, or delay formal admission and complete course work as a non-matriculated or non-admitted student. Only admitted students are eligible to take clinical courses. Non-admitted students are permitted to take only theory courses.

<i>RN/BS CURRICULUM</i>	<i>CREDITS</i>
NURS 372 Pathophysiological Processes: A Foundation for Nursing Process	3
NURS 378 Ethical Issues and Legal Aspects for Nursing and Health Care	3
NURS 380 Family Nursing	3
NURS 399 Health Assessment	3
NURS 470 Research in Nursing Practice ...	3
NURS 472 Leadership and Management in Nursing	3
NURS 474 Health Policy in Nursing	3
NURS 486 Community Health Nursing ..	4
NURS 487 Community Health Nursing Practicum	6
NURS 488 Reflective Practice	2
NURS 489 Reflective Practicum Practice ..	7
Total Credits: 40	

FLEXIBLE AND STATEWIDE EDUCATION

This program is designed for both full-time and part-time students. Courses are offered in a variety of formats, including, online, intensives,

and credit by exam or experience. The clinical placements are for admitted students. Arrangements for clinicals will take place in the community where students reside. This program is individualized and flexible, allowing RN's to take nursing courses before completing other degree requirements.

GRADUATE PROGRAMS

Three degrees are available at the master's level: master of science, master of nursing and master of public health. A post master's certificate option (PMCO) is offered in most specialties. At the doctoral level a doctor of philosophy is offered. Students are assisted in planning a program of study that will utilize their strengths and lead to achievement of their personal and professional goals.

ADMISSION

Applications for admission to the graduate programs (MS, MN, MPH, PMCO and PhD) are available by writing the:

School of Nursing

Academic Programs Information, SN-4N

Oregon Health & Science University

3455 SW US Veterans Hospital Road

Portland, OR 97239-2941

Phone: (503) 494-7725

E-mail: proginfo@ohsu.edu

www.ohsu.edu/son

APPLICATION DEADLINE

Applications for admission to nurse practitioner or nurse-midwifery specialties are due January 15

for fall term entry. Applications for all other master's degree specialty offerings are due January 15 for Spring and Fall term entry and October 1 for winter term entry. Applications to the PhD program are due January 15 for fall term entry. **Graduate Record Examination (GRE) results must be forwarded to the Registrar's Office by the application deadline.** The School of Nursing reserves the right to process applications and admit students after the published deadline if space is available in the program. For registered nurses applying to the RN/BS/MS program, applications to both the RN/BS and MS programs must be submitted Dec. 30 for fall admission of that year to the RN/BS completion portion and entry into the master's component for the following fall.

Applications received before Jan. 15 may be evaluated early, and if found to be of exceptional quality, acceptance to the program may be offered before the deadline. If early notification is required, the applicant may request early review.

Applications received after the deadline will be evaluated and added to the alternate list if the criteria for admission are met. The alternate list is ranked according to the strength of the application and not in the order of receipt of application. After the beginning of the academic year the alternate list is dissolved. Applicants who want to be considered for admission the following year must reapply.

Applicants not admitted to the graduate program who wish to be considered for admission must reapply in succeeding years. If reapplying within one year, a new application form must be submit-

ted to the Registrar's Office with the application fee. The new form will activate the existing file; however, consultation with the Office of Academic Program Information about updating application materials is strongly recommended. If reapplying after one year, a completely new application must be submitted, including professional and life experience statements, new transcripts, GRE scores and references.

The Registrar's Office forwards the application to the School of Nursing for review and recommendation. Applicants are notified in writing of their admission status.

APPLICATION REQUIREMENTS

Applicants must indicate the specialty area to which they are applying. Applicants must indicate if they desire full or part time study on the application form. The curriculum section of the specialty information for this requirement should be reviewed. Completed applications are sent to the Registrar's Office, inclusive of the following: official transcripts of all collegiate credit earned, three letters of recommendation from former teachers, employers and/or colleagues, and information addressing professional and life experiences. Doctoral applicants submit a sample of scholarly work (written in English) such as a recent publication, thesis or unpublished manuscript. Master's applicants are not required to submit samples of scholarly work. GRE results are sent from the Educational Testing Services to the Registrar's Office.

Information regarding the applicant's professional

and life experiences is addressed in the application and includes:

- Chronological data or resume that includes formal post baccalaureate course work, employment in nursing and other relevant areas, published writing or media material, presentations at professional meetings, and professional seminars or workshop attendance;
- A statement of the applicant's goals and understanding of the advanced practice role, including rationale for selecting a particular specialty area of the graduate program, what is hoped will be derived from the program, the particular areas of interest and concern, and aspirations after graduation;
- Experience in relation to the functional roles of practice, teaching, and administration, including evidence on independent roles, innovations, certification, and organizational responsibilities;
- Leadership experiences, including positions in professional, political, student or community organizations, and performance as a change agent in an organization;
- Any other significant personal or life experiences which have contributed to the applicant's role in the nursing profession, such as cross-cultural experience and community involvement.

Doctoral applicants:

- Scholarly experiences, including collaboration in or initiation of research and summary of other scholarly activities; and
- Any other significant personal or life experiences

which have contributed to the applicant's role in the nursing profession, such as cross-cultural experience and community involvement.

All graduate applicants are required to take the GRE, except those applying to the post master's certificate option. The GRE needs to be taken early as the results take approximately six weeks to reach OHSU. The GRE is offered nationwide several times a year at many colleges and universities. It may be taken at other times by the computer-based testing program. Unofficial scores may be noted on the application form pending receipt of the official scores from the Educational Testing Service. There is no time limit for when GRE's were taken, however, a copy of official GRE scores must be submitted with the application. Information, applications, dates and administration sites for the GRE may be obtained from:

Educational Testing Service
Phone: (609) 771-7670
Fax: (609) 771-7906
PO Box 6000
Princeton, NJ 08541-6000
www.gre.org

GRE preparation books are available in most college bookstores and review courses are available in some university and college settings. Although the GRE evaluates aptitude, it is still useful to study for the examination.

MASTER'S DEGREE PROGRAM

ADMISSION REQUIREMENTS

It is expected that most applicants have a BS in nursing or BSN degree from a program accredited

by the National League for Nursing Accrediting Commission or the Commission of Collegiate Nursing Education, have an undergraduate GPA of 3.0 or greater, have a combined verbal and quantitative GRE score of 1,000 or above, be eligible for an Oregon registered nurse license, be licensed in the state of Oregon prior to matriculation and have a satisfactory working knowledge of statistics. (May need to have completed at least one year of clinical practice as an RN)

Master's students must have successfully passed a statistics course with a grade of "B" or better within five years prior to entry into the Master's program. If this requirement has not been met, the student will be required to take a statistics course (graduate or undergraduate). The statistics course will not count toward the master's degree requirements in the student's program of study.

Provisional status admission for a master's applicant may be granted to an applicant not meeting the GPA or other criteria, but whose professional record indicates potential. A student on provisional admission is required to maintain a 3.0 GPA in the first nine credit hours of nursing course work.

MS applicants with exceptional qualifications may apply for admission to the PhD component. Applicants must designate application to both MS and PhD components at the time of initial application. When course work and research within the MS component are successfully completed, the student may progress into the PhD component.

PROGRAM DESCRIPTION

The master's component at the School of Nursing has numerous specialty areas: Adult Nurse Practitioner, Family Nurse Practitioner, Geriatric/Adult Nurse Practitioner, Mental Health Nursing/Psychiatric Mental Health Nurse Practitioner, Nurse-Midwifery, Pediatric Nurse Practitioner, Women's Health Care/Adult Nurse Practitioner, Adult Health and Illness Clinical Nurse Specialist, Community Health and Public Health Nursing, Gerontological Nursing, Gerontological Clinical Nurse Specialist, and Innovative Leadership and Management in Nursing.

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. However, to ensure that students become clinically expert and able to utilize research approaches within their practice, the overall program of study reflects a balance of theory, practice and research.

OBJECTIVES

Upon completion of the master's component, 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.

REQUIREMENTS

A minimum of 45 credits is required to obtain the master's degree. The candidate for the MS or MPH degree conducts a Community Service Research Project within the core course sequence. The MN degree does not require this project.

Students develop a Program of Study in consultation with an academic adviser. Both full- and part-time study are available. Applicants need to state full- or part-time status on the application.

MASTER'S PROGRAM OF STUDY — ALL SPECIALTIES

The master's curriculum is composed of a minimum of 45 credit hours. The range of credits varies with each specialty.

MASTER'S CORE COURSES

The core courses focus on concepts and processes central to advanced practice nursing.

CREDITS

NURS 510 Evidence-based Decision Making in Advanced Practice Nursing	3
*NURS 511 A Research, Design and Implementation of Practice Improvements Projects I	3
*NURS 511 B Research, Design and Implementation of Practice Improvements Projects II ...	3
NURS 512 Human Diversity & Social Issues	3
NURS 513 Policy, Organization and Financing of Health Care	3
Total Credits: 15	
Statistics (if needed)**	
CPH 530 Biometry Survey	3

* Not required for MN degree.

**Does not apply toward 45 credit minimum. Statistics may be taken at a university or community college prior to entry in the Master's program.

SPECIALTY COURSES

Specialty nursing courses focus on concepts and processes of theory, practice and research specific to the specialty. Students should consult the descriptions that follow for required course work and credit hours in each specialty area. Specialty required courses are listed in each specialty section that follows.

LOAD AND RESIDENCE REQUIREMENT

Master's students are required to complete no less than 30 hours of the program in residence, and expected to develop a program of study with the assigned faculty adviser before completing 12 credits. The master's students full-time course load is nine credit hours.

ACADEMIC STANDARDS

It is expected that master's students in good standing will maintain a cumulative GPA of 3.0 and a GPA of 3.0 in the nursing major. In addition, it is expected that students will have earned a grade of C in no more than two courses or have no more than three incompletes in courses. At the completion of 12 credit hours of study and at the completion of each subsequent term, students whose academic performance does not meet the requirements for good standing will be reviewed

by a faculty academic review committee.

TIME LIMIT

All requirements must be completed within a period of four years for master's students.

MASTER'S SPECIALTY AREAS

ADULT HEALTH AND ILLNESS CLINICAL NURSE SPECIALIST

Adult Health and Illness encompasses the diagnosis and treatment of symptoms, functional problems, and risk behaviors of individual patients, their families, and groups in response to alterations in health status. This specialty focuses on the nursing care of adults, drawing on knowledge of the interaction among physiological, pathophysiological, and psychosocial processes and related phenomena. Illness management and health promotion are woven throughout the program, with emphasis on the movement of patients, their families, and groups across a trajectory of experiences and settings. Building on their clinical interests, students study clinical phenomena such as altered tissue perfusion, altered peripheral sensation, dyspnea, pain, ischemia, obesity, physical inactivity, knowledge deficits, and self care deficits. The topics are adapted each year to fit with student's target clinical populations. Students also study issues in population health management.

The program of studies in Adult Health and Illness prepares clinical nurse specialists and others with clinical practice interest in medical-surgical nursing to provide advanced practice nursing in a

variety of adult health care settings. Students develop competencies in designing services for adult patient populations, nursing personnel, and health care organizations. Clinical practice opportunities are provided in a variety of settings under the guidance of clinical nurse specialist mentors. The program includes sufficient hours of clinical practice (480-540) to enable graduates to sit for certification examinations in several areas.

Both a master of science (MS) degree and a post-master's certificate option (PMCO) are offered. The MS degree requires six quarters of full-time study or nine or more quarters of part-time study. Full-time students usually take four to five courses each quarter. Part-time students have a three year program of study. The PMCO requires six quarters of part-time study, usually with two courses per quarter.

Admission requirements, in addition to the general requirements for graduate students in the School of Nursing, include proficiency in basic health assessment, a statement of goals consistent with the specialty program, and Oregon registered nurse licensure prior to clinical practicum courses. At least one year of clinical experience in adult health and illness nursing is strongly recommended; this requirement could be met through work experiences during the first year of part-time study.

Graduates are prepared to practice within organizations as clinical nurse specialists for a specialty or population, case managers, project and program coordinators, staff development specialists,

or clinical faculty in a School of Nursing. These positions and practices may be found in settings as diverse as community nursing centers, managed care organizations, medical clinics, home health care agencies, pharmaceutical companies, and hospitals.

REQUIRED COURSES

NURS 507 C Integrative Seminar for Clinical Nurse Specialists	1*
NURS 509 A Practicum in Population Health Management	6
NURS 509 C Practicum in Diagnosis and Treatment of Symptoms and Functional Problems in Adults I	3
NURS 509 D Practicum in Diagnosis and Treatment of Symptoms and Functional Problems in Adults II	3
NURS 515 Regulatory Physiology and Pathophysiology	2-3***
NURS 516 A Data Tools for Managing the Health of Populations	3
NURS 516 B Systems Processes for Managing the Health of Populations	3
NURS 516 C Interpersonal Influences on Managing the Health of Populations	3
NURS 519 A Applied Pharmacology I	2
NURS 525 Introduction to Clinical Nurse Specialist Practice	2
NURS 526 A Diagnosis and Treatment of Symptoms and Functional Problems in Adults I	3
NURS 526 B Diagnosis and Treatment of Symptoms and Functional Problems in Adults II	3

NURS 527 Reflective Clinical Nurse Specialist Practice 3-6

Core Credits: 15

Required Credits: 37-41

Total Credits: 52-56

Practicum hours: 360-540

* Credit for course awarded at end of program

** Practicum can be distributed across terms, but must total six credits by end of program

*** Number of credits negotiated with advisor

COMMUNITY AND PUBLIC HEALTH NURSING

As the 21st century begins, the community is a critical arena for meeting and solving major public health issues. Emerging diseases, the untoward effects of technology on the environment with resulting health effects, shifts in care management systems, and the increased emphasis on health promotion and disease prevention are increasing demand for creative applications of the health sciences. Community and public health nursing is key to fulfilling this demand.

Community and Public Health Nursing is a dynamic, innovative specialty with a number of degree options within the specialty that prepares registered nurses to provide nursing care to a variety of groups and populations in the community. Students in the CPHN program are encouraged to identify and explore the socio-cultural, economic, psychosocial, political, and organizational influences on the health care of populations.

The theory and practice of community and public health nursing reflects values and orienta-

tions associated with both nursing practice and public health. The CPHN program is rich with examples of care and programs that:

- Focus on vulnerable populations, especially the underserved and those at-risk for illness and less than optimal health;
- Reflect cultural understanding and advocacy;
- Seek and respect client voice in determining needs, programs and standards;
- Stress the importance of primary prevention and health promotion;
- Support multi-disciplinary collaboration in which the role of nursing is considered a valuable and necessary component;
- Rely on epidemiological data about patterns of health and illness in the population and associated host, agent and environmental factors;
- Show nurses as leaders of social movements, formulators of policy, program managers, and sensitive providers of care to individuals in the situations in which they live.

Graduates of the CPHN program are prepared to assume leadership roles in a variety of settings, including but not limited to community agencies and health departments, official and voluntary health agencies and organizations, business and industry, and schools and government.

The knowledge and skills needed by community and public health nurses emphasize work with groups, populations, and communities who have

health risks and needs. The knowledge and skills differ in many ways from those needed by nurses who work directly with individuals and families. Employers of community and public health nurses want nurses who are adept in collaborating with community leaders and with other health professionals to focus on major community health issues and the systems to address them. Community agencies want assurance that their nurses have advanced knowledge of program planning, implementation and evaluation, care management systems, public health sciences, and the principles and practice of community and public health nursing.

The core courses within this specialty provide opportunities for learning about population-based nursing practice improvement strategies, health policy development, and the organizational basis of the healthcare system. The community and public health nursing specialty courses are intended to provide you with specific knowledge and skills for assessing the health of populations, analyzing health problems, and developing, implementing and evaluating programs that focus on disease prevention and health promotion. Programs of study are designed to assure development of highly competent advanced practitioners of nursing. Focus is on assessment, assurance, and policy interventions that affect the health of populations directly through the provision of nursing care to groups or indirectly by altering the elements that impinge on the health of the population. Students are encouraged to engage in critical thinking processes and to challenge themselves while exploring the often controversial

and value-laden topics encountered in the community health setting.

The specialty welcomes qualified applicants who are new to community and public health practice, as well as those who are more experienced. Qualified applicants with a bachelor's degree in a field other than nursing may be considered. An Oregon Nursing license is required prior to starting coursework.

Students are expected to use computer technologies such as internet, electronic mail, document sharing, and data management as learning modalities within the master's program as well as within their practice after graduation. Many courses within the specialty programs of study are online. To facilitate distance-delivered education, CHCS faculty will work with health care agencies in the student's hometown to arrange precepted experiential learning opportunities.

The Community and Public Health Nursing (CPHN) specialty offers three degree options to meet varied community and student needs. Other options, including a Post Master's Certificate (PMCO) are under consideration. Check the School of Nursing Web site for up to date information.

- **Master's of Public Health / Community and Public Health Nursing concentration.** This degree requires 45 credit hours of study. This degree program is offered completely ONLINE.

- **Master's of Science / Community and Public Health Nursing concentration.** This degree requires 45 credit hours of study.

· **Master's of Science in CPHN and Master's of Public Health in Epidemiology and Biostatistics dual degree.** This dual degree option requires 66 credit hours of study. Applicants to the dual degree option must apply to both the School of Nursing and School of Medicine.

MS DEGREE PROGRAM OF STUDY

<i>CPHN SPECIALTY COURSES</i>	<i>CREDIT</i>
NURS 507 A Public Health Seminar	3
NURS 509A Practicum in Population Health Management	6
NURS516A Data Tools for Managing the Health of Populations	3
NURS516B Systems Issues in Managing the Health of Populations	3
NURS516C Interpersonal Influences on Managing the Health of Populations	3
NURS 535 A Principles and Practice of Community Nursing I	3
NURS 535 B Principles and Practice of Community Nursing II	3
 <i>ELECTIVES - SELECT 2</i>	
NURS 514 Health Promotion	3
NURS 531 Ethical Decisions in Health Care Management	3
NURS 532 Strategies for Innovation and Change	3
CPH 533 Epidemiology Survey	3
CPH 539 Concepts of Environmental & Occupational Health	3

Core Credits: 15
Required Credits: 30
Total Credits for MS Degree: 45

MPH DEGREE PROGRAM OF STUDY

PREREQUISITE CREDIT

CPH 530 Biometry Survey	3
-------------------------------	---

MPH CORE COURSES

CPH 533 Epidemiology Survey	3
CPH 537 Principles of Health Behavior	3
CPH 539 Concepts of Environmental & Occupational Health	3
CPH 540 Policy, Organization and Financing of Health Care	3

CPHN SPECIALTY REQUIRED COURSES

NURS 507 A Public Health Nursing Seminar	3
NURS 509A Practicum in Population Health Management	3
NURS516A Data Tools for Managing the Health of Populations	3
NURS 535 A Principles and Practice of Community Nursing I	3
NURS 535 B Principles and Practice of Community Nursing II	3

ELECTIVES - SELECT 2

NURS 516B Systems Issues in Managing the Health of Populations	3
NURS 516C Interpersonal Influences on Managing the Health of Populations	3
NURS 531 Ethical Decisions in Health Care Management	3
NURS 532 Strategies for Innovation and Change	3
NURS 538 Financing & Budgeting	3

Core Credits*: 12
Required Credits: 33
Total Credits for MS Degree: 45

*Core course NURS 513 is not a requirement.

MS/MPH EPIDEMIOLOGY AND BIostatistics
DUAL DEGREE PROGRAM OF STUDY

<i>CPHN SPECIALTY COURSES</i>	<i>CREDIT</i>
NURS 507A Public Health Nursing Seminar	3
NURS 535A Principles & Practices of Community Health Nursing I	3
NURS 535B Principles & Practices of Community Health Nursing II	3
NURS 516A Data Tools for Managing the Health of Populations	3
NURS 509A Practicum in Population Health Management	3
 <i>MPH CORE COURSES</i>	
PH 512 Epidemiology I	4
PH 525 Biometry I	4
PH 517 Principles of Health Behavior	3
PH 518 Concepts of Environmental Health	3
PH 519 Health Systems Organization	3
 <i>EPIDEMIOLOGY AND BIostatistics CONCENTRATION COURSES</i>	
PH 513 Epidemiology II	4
PH 514 Epidemiology III	4
PH 526 Biometry II	4
PH 527 Biometry III	4
PH 503 Thesis	6

SON Core Credits:12*

MPH Core Credits: 17

Specialty Required Credits: 15

Total Epi-bio Courses : 22

TOTAL MPH/MS Epi-bio Degree: 66

*** Core Course NURS 513 is not a requirement**

GERONTOLOGICAL NURSING

Three academic program options:

- Gerontological Nursing
- Clinical Nurse Specialist in Gerontological Nursing
- Innovative Leadership and Management in Gerontological Nursing

The Gerontological Nursing Specialty focuses on nursing theory, practice and research related to the nursing care of older individuals, families and groups. The role of nursing in the delivery of health services, legislation, and policy is explored. The Gerontological Nursing Specialty offers several programs of study leading to the master's of science: Gerontological Nursing, Gerontological Clinical Nurse Specialist, and Innovative Leadership and Management in Gerontological Nursing. In addition, The Gerontological Nursing Specialty offers a PMCO for Gerontological Clinical Nurse Specialists and a doctor of philosophy in nursing (see PhD section for more information).

At the master's level, gerontological nursing involves research and practice directed toward improving the health and functioning of older people and toward addressing the common problems of older people. Nurses in gerontological nursing aim to: (1) provide health promotion, maintenance and rehabilitation for the elderly in general and support for the terminally ill and (2) improve care and services to older persons regardless of setting (Strumpf, 1986). Emphasis in this program is placed on in-home and other community-based services, on managed care systems, and

on institutional long-term care settings such as nursing homes, foster care and adult day care. The program strives to prepare compassionate, skilled clinician-scholars, committed to improving the health of older people.

CURRICULUM FOR THE MS DEGREE IN GERONTOLOGICAL NURSING

This program prepares nurses for a variety of potential roles, including care manager, staff development in home health or long-term care, and teaching or for pursuing additional education at the doctoral level. Graduates work in hospitals, nursing homes, foster care, adult day care centers, acute-and managed care systems, and educational institutions. A post-baccalaureate course in patient assessment is highly recommended. Students complete the core courses required of all master’s students. Six gerontological nursing specialty courses are also required. In consultation with an academic advisor, students also select six to 12 credits of supporting specialty courses to augment their program of study. Well-qualified nurses who have an Associate Degree in nursing are also eligible for this program and take 10 additional designated credit hours to supplement their required program of study.

PROGRAM OF STUDY

<i>COURSES</i>	<i>CREDITS</i>
NURS 507 B Integrative Seminar on Care of Older People	1
NURS 509 F* Practicum in Gerontological Nursing	6

NURS 515 Regulatory Physiology and Pathophysiology	3
NURS 519 A Applied Pharmacology	1
NURS 551 Normal Aging: Advanced Clinical and Research Issues	3
NURS 552 Understanding and Intervening in Common Mental Health Problems of Elders	3
NURS 554 Gerontological Medication Issues	1
NURS 555 Nursing Management of Common Physical Problems of Elders	3
NURS 607 D Special Problems in the Nursing Care of Older People	3
Electives	9

Core Credits: 15
 Required Credits: 30
 Total for Master’s Degree: 45

GERONTOLOGICAL CLINICAL NURSE SPECIALIST

According to the American Nurses Association, “clinical specialists in gerontological nursing are experts in providing, directing, and influencing the care of older adults and their families and significant others in a variety of settings. Specialists demonstrate an in-depth understanding of the dynamics of aging, as well as the interventions necessary for health promotion and management of health status alterations. Specialists provide comprehensive gerontological nursing services independently or collaboratively with a multidisciplinary team. Through theory and research, specialists advance the health care of older persons and the specialty of gerontological nursing. Specialists are engaged in practice,

education, consultation, research and administration.”

The Gerontological Clinical Nurse Specialist program was designed to prepare advance practice experts who specialize in managing the health of older people. While managing common physical and mental health problems of older individuals and their families, they also work to educate other nurses, conduct research, and collaborate with other health care professionals. A post-baccalaureate course in health assessment is strongly advised. Coursework includes the core courses required of all master’s students. In addition, students take required coursework in pathophysiology, population-based management, and gerontological nursing. In consultation with an academic advisor, students also select clinical practicum experiences that are tailored to their individual learning needs and career goals. Graduates from the Clinical Nurse Specialist program in Gerontological Nursing will be eligible for state certification as Clinical Nurse Specialists as well as national certification through the American Nurses Credentialing Center.

CERTIFICATION AS CLINICAL NURSE SPECIALIST

The gerontological nursing program was designed to prepare graduates in the competencies for gerontological nurses delineated by the National League for Nursing. Graduates of this program are expected to seek American Nurses Credentialing Center certification as clinical specialists in gerontological nursing.

PROGRAM OF STUDY

<i>COURSES</i>	<i>CREDITS</i>
NURS 507B Integrative Seminar on Care of Older People	1
NURS 507C Integrative Seminar for Clinical Nurse Specialists	1
NURS 509A Practicum in Population-Based Management I & II	4
NURS 509F Practicum in Gerontological Nursing.....	9
NURS 525 Introduction to CNS practice	2
NURS 515 Regulatory Physiology and Pathophysiology	3
NURS 516A Data Tools for Managing the Health of Populations	3
NURS 516 B System Process for Managing the Health of Populations	3
NURS 516C Interpersonal Influences on Managing the Health of Populations	3
NURS 519A Applied Pharmacology	1
NURS 551 Normal Aging: Advanced Clinical and Research Issues	3
NURS 552 Understanding and Intervening in Common Mental Health Problems of Elders	3
NURS 554 Gerontological Medication Issues	1
NURS 555 Nursing Management of Common Physical Problems of Elders	3
	Core Credits: 15
	Required Specialty Courses: 40
	Total Credits: 55

* For Innovative Leadership and Management in Nursing, see addendum page 103

INNOVATIVE LEADERSHIP AND MANAGEMENT IN GERONTOLOGICAL NURSING

This program prepares students to function in a variety of administrative and leadership positions in gerontological nursing, such as directors of nursing in long-term care, as a nursing supervisor in home care or hospice, or in staff development. Graduates of this program will have an opportunity to influence the health of individual patients and their families, and groups of patients, as well as whole systems. Coursework includes the core courses required of all master's students. In addition, students take required coursework in population-based management, innovative leadership and management and gerontological nursing. In consultation with an academic advisor, students also select six to 9 credits of supporting courses (e.g., organizational development, budgeting) to augment their program of study.

PROGRAM OF STUDY

<i>COURSES</i>	<i>CREDITS</i>
NURS 516A Data Tools for Managing the Health of Populations	3
NURS 509A Practicum for Population-Based Health Management	6
NURS 531 Ethical Decisions in Health Care Management	3
NURS 532 Strategies for Innovation and Change	3
NURS 551 Normal Aging: Advanced Clinical and Research Issues	3
NURS 552 Understanding and Intervening in Common Mental Health Problems of Elders	3
NURS 554 Gerontological Medication Issues	

.....	1
NURS 555 Nursing Management of Common Physical Problems of Elders	3
	Core Credits: 15
	Required Courses: 25
	Electives: 9
	Total Credits: 49

MENTAL HEALTH NURSING

This specialty focuses on the promotion of mental health for individuals, families and groups across the life span. Mental health nursing entails research and practice directed at optimizing mental health, defined by Healthy People 2010 as the ability of individuals to negotiate the daily challenges and social interactions of life without experiencing cognitive, emotional or behavioral dysfunction. Study in this specialty field includes prevention and treatment of mental health problems and mental disorders arising from interaction among biological and neurophysiological vulnerabilities, psychological and developmental factors and psychosocial and physical environmental stressors. Mental health nursing interventions (e.g. psychotherapeutic approaches that facilitate the development of clients' intrapersonal, interpersonal and system competencies) are emphasized. Supervised clinical experience with children, adolescents, adults and older persons, and with groups and families, are available primarily in community-based agencies and programs.

The Mental Health Nursing Specialty prepares students for a wide variety of positions in advanced practice, including the role of primary

mental health care provider. Graduates of this program may seek certification as a psychiatric/mental health nurse practitioner in Oregon and national certification through the American Nurses Credentialing Center. A post master's certification option is offered.

MENTAL HEALTH NURSING/PsYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

Mental Health Nursing/Psychiatric Mental Health Nurse Practitioner is a specialist in assessing and treating problems of individuals that relate to emotional and mental health. The disorders may manifest themselves in ways such as chronic pain, depression or anxiety. Through the use of individual, family, and group counseling, as well as other techniques, the P/MHNP seeks to assist the client with coping and problem-solving skills, addressing intrapersonal and interpersonal problems, and achieving personal growth. A total of 16 credits of supervised clinical practice is required in addition to completing degree or certificate option requirements.

The nurse practitioner specialty provides opportunities for master's degree and postmaster's certificate students to specialize as adult, family, geriatric/adult or pediatric nurse practitioners. Students who select one of these options at the master's level complete all core and specialty requirements. Graduates may seek certification as practitioners from the Oregon State Board of Nursing and are eligible for national certification in their area of specialization.

SUPERVISED CLINICAL EXPERIENCE

Students are assigned to and meet with a clinical

supervisor to plan clinical experience and receive ongoing clinical supervision. Clinical experience begins in the second term of the program and continues until the student has met all clinical nursing course requirements for the master's degree. As students proceed through the program, they progressively assume more direct care responsibilities for clients.

Clinical supervision occurs on a regular basis throughout the program with the faculty supervisor and, where appropriate, with an agency preceptor. Various models of supervision are used; the model selected is based on student learning needs and stage of professional development. Clinical supervision is a collaborative process between the student and faculty supervisor. Clinical supervision for master's degree students is directed toward developing an advanced, scholarly practitioner through weekly supervision and quarterly utilization review meetings.

Clinical sites are selected for the richness of experience offered, availability of a master's prepared mental health nurse preceptor and the student's particular focus and learning objectives. Potential sites include community psychiatric units, Veterans Affairs inpatient and outpatient programs, and other community agencies serving vulnerable populations in Oregon. In a given term, an attempt will be made to coordinate the clinical experience with the course work in which the student is enrolled to allow the student an opportunity to synthesize theory, practice and research through experience in a single clinical setting.

MENTAL HEALTH NURSING PROGRAM OF STUDY

<i>REQUIRED COURSES</i>	<i>CREDITS</i>
NURS 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adult	17
or	
NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adult	17
NURS 515 Regulatory Physiology and Pathophysiology	3
NURS 517 Health Assessment for Advanced Practice Nursing	4
NURS 519A Applied Pharmacology I	1
NURS 522 Professional Issues for Nurse Practitioners	3
NURS 571A Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Part I	3
NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Part II	3
NURS 572 A Interventions in Advanced Psychiatric Mental Health Nursing Adult and Child	3
NURS572B Group and Family Therapy	3
NURS 574 Psychopharmacotherapeutics	4

Core Credits: 9-15

Required Credits: 44

Total Credits: 53-59

PRIMARY HEALTH CARE (ADULT, FAMILY, GERIATRIC/ADULT AND PEDIATRIC NURSE PRACTITIONERS)

Primary Health Care (PHC) nursing focuses on the health care of patients and families. PHC is continuous, comprehensive care that includes strategies to promote health, manage other health problems within the nurse practitioner scope of practice, consult with health care providers and refer as needed. Concepts of pediatric, family, geriatric nursing and adult health nursing are analyzed and incorporated into practice with the family central to health promotion and maintenance.

PHC nursing content includes pathophysiology, health promotion, common illness management, chronic illness management, pharmacology, life-span development, family nursing and practitioner role development. Courses are designed to balance content common to all PHC specialties with opportunities to apply concepts to the specialty populations. Content related to the care of rural and medically underserved populations is emphasized, especially for FNP students; clinical experiences with these populations are available. Clinical practice allows application of theory and research to the specialty population.

Students in the Adult, Family, Geriatric/Adult and Pediatric nurse practitioner programs gain a solid foundation in clinical practice. More than 600 hours of supervised clinical experience are completed during the program. Clinical practice is arranged in primary health care settings in public and private agencies with certified faculty

in the students' specialties.

The Women's Health Care secondary concentration in the ANP program prepares students to meet the unique health care needs of women across the life span with an additional primary care focus. In addition, the WHC students may broaden and develop their skills in the management of special and more complex gynecological problems. The secondary concentration does not make the graduate eligible for state licensure as a WHCNP.

CERTIFICATION AS A NURSE PRACTITIONER

The nurse practitioner specialty provides opportunities for master's degree and postmaster's certificate students to specialize as adult, family, geriatric/adult or pediatric nurse practitioners. Students who select one of these options at the master's level complete all core and specialty requirements. Graduates may seek certification as practitioners from the Oregon State Board of Nursing and are eligible for national certification in their area of specialization.

CURRICULUM FOR THE MS/MN DEGREE

MS students complete the core courses required of all master's students. MN students complete all core courses except the research course sequence. Faculty in PHC have designed the specialty and supporting courses to complement the core knowledge and to provide students with the unique population focus necessary to practice in their specialty.

Study in the program may be taken full time or part time, however, selection of intention of

status must be stated in the goal statement section of the application. Due to a limitation of clinical placements, preference is given to full-time applicants. There is a limited number of part-time positions available.

The master's level curriculum is composed of 68-78 credit hours. ANP, FNP, GNP/ANP and PNP students take the number of credits of required specialty courses depending on the practitioner specialty. The credits are distributed as follows:

ADULT NURSE PRACTITIONER SPECIALTY PROGRAM OF STUDY

<i>COURSES</i>	<i>CREDITS</i>
NURS 509 R ANP-Practicum in Primary Care Management I	2
NURS 509 S ANP-Practicum in Primary Care Management II	2
NURS 509 T ANP-Practicum in Primary Care Management III	6
NURS 509 U ANP-Practicum in Primary Care Management IV	8
NURS 514 Health Promotion and Health Protection	3
NURS 515 Regulatory Physiology and Pathophysiology	5
NURS 517 Health Assessment for Advanced Practice Nursing	4
NURS 518 Reproductive Health Care Management	3
NURS 519 A Applied Pharmacology I	2
NURS 519 A Applied Pharmacology II	2
NURS 520 Introduction to Primary Care Management	3

NURS 521 A Adult Primary Care Management I	2
NURS 521 B Adult Primary Care Management II	3
NURS 522 Professional Issues for Nurse Practitioners	3
NURS 592 Advanced Primary Care Management	3

WOMEN'S HEALTH CARE SECONDARY CONCENTRATION COURSES

NURS 509 L Practicum in Antepartum and Postpartum Management	2
NURS 509 V Practicum in Women's Health Care	2
NURS 587 Antepartum and Postpartum Management	4
NURS 588 Advanced Women's Health Care Management	2
NURS 589 Reproductive Physiology	1

Core Credits: 9-15
 Required Credits: 50
 Total Credits: 65

FAMILY NURSE PRACTITIONER SPECIALTY PROGRAM OF STUDY

<i>COURSES</i>	<i>CREDITS</i>
NURS 507 E Primary Care: Families and Communities	1
NURS 509 R FNP-Practicum in Primary Care Management I	2
NURS 509 S FNP-Practicum in Primary Care Management II	3
NURS 509 T FNP-Practicum in Primary Care	

Management III	6
NURS 509 U FNP-Practicum in Primary Care Management IV	8
NURS 509 W Prenatal Care Clinical	1
NURS 514 Health Promotion and Health Protection	3
NURS 515 Regulatory Physiology and Pathophysiology	5
NURS 517 Health Assessment for Advanced Practice Nursing	4
NURS 518 Reproductive Health Care Management	3
NURS 519 A Applied Pharmacology I	2
NURS 519 B Applied Pharmacology II	2
NURS 520 Introduction to Primary Care Management	3
NURS 521 A Adult Primary Care Management I	2
NURS 521 B Adult Primary Care Management II	3
NURS 522 Professional Issues for Nurse Practitioners	3
NURS 592 Advanced Primary Care Management	3
NURS 593 Antepartum and Postpartum Management for FNP's	2
NURS 594 A Pediatric Primary Care Management I	2
NURS 594 B Pediatric Primary Care Management II	2

Core Credits: 9-15
 Required Credits: 60
 Total Credits: 66-72

**GERIATRIC/ADULT NURSE PRACTITIONER
SPECIALTY PROGRAM OF STUDY**

<i>REQUIRED COURSES</i>	<i>CREDITS</i>
NURS 509 R ANP-Practicum in Primary Care Management I	2
NURS 509 S ANP-Practicum in Primary Care Management II	4
NURS 509 T ANP-Practicum in Primary Care Management III	6
NURS 509 U ANP-Practicum in Primary Care Management IV	8
NURS 514 Health Promotion and Health Protection	3
NURS 515 Regulatory Physiology and Pathophysiology	5
NURS 517 Health Assessment for Advanced Practice Nursing	4
NURS 518 Reproductive Health Care Management	3
NURS 519 A Applied Pharmacology I	2
NURS 519 B Applied Pharmacology II	2
NURS 520 Introduction to Primary Care Management	3
NURS 521 A Adult Primary Care Management I	2
NURS 521 B Adult Primary Care Management II	3
NURS 522 Professional Issues for Nurse Practitioners	3
NURS 552 Understanding & Intervening in Common Mental Health Problems in Elders	3
NURS 554 Gerontological Medication Issues	1
NURS 555 Nursing Management of Common Physical Problems in Elders	3

NURS 592 Advanced Primary Care Management	3
Core Credits: 9-15	
Required Credits: 64	
Total Credits: 77-78	

PEDIATRIC NURSE PRACTITIONER SPECIALTY PROGRAM OF STUDY

<i>REQUIRED COURSES</i>	<i>CREDITS</i>
NURS 509 R PNP-Practicum in Primary Care Management I	2
NURS 509 S PNP-Practicum in Primary Care Management II	4
NURS 509 T PNP-Practicum in Primary Care Management III	6
NURS 509 U PNP-Practicum in Primary Care Management IV	8
NURS 514 Health Promotion and Health Protection (Optional)	3
NURS 515 Regulatory Physiology and Pathophysiology	5
NURS 517 Health Assessment for Advanced Practice Nursing	4
NURS 518 Reproductive Health Care Management	3
NURS 519 A Applied Pharmacology I	2
NURS 519 B Applied Pharmacology II	2
NURS 520 Introduction to Primary Care Management	3
NURS 522 Professional Issues for Nurse Practitioners	3
NURS 544 C Implications of Growth and Development on Health Promotion in Families	3
NURS 545 Child, Adolescent & Family Illness and Loss	3

NURS 592 Advanced Primary Care Management	3
NURS 594 A Pediatric Primary Care Management I	2
NURS 594 B Pediatric Primary Care Management II	2
	Core Credits: 9-15
	Required Credits: 60
	Total Credits: 66-72

NURSE-MIDWIFERY

The nurse-midwifery program prepares students to meet the unique health care needs of women. The influences of culture, tradition, and social, economic, and political forces, as well as reproductive physiology are studied. The program strives to prepare compassionate, skilled clinician-scholars willing to address issues that affect the lives of women. The nurse-midwifery students extend their scope of practice into birth and newborn care. Faculty 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.

All faculty in the nurse-midwifery program participate in a faculty practice. This practice serves 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 600 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.

Faculty believe that excellence in practice is built upon a foundation of relevant theory and research. Recognition of the value of nurse-midwifery and nurse practitioner roles 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 these specialties to document their efficacy in the health care of women and their families.

CERTIFICATION AND LICENSURE

Completion of the nurse-midwifery program allows the student to take the certification examination offered by the ACNM Certification Council, Inc.

CURRICULUM FOR THE MS/MN DEGREE

MS students complete the core courses required of all master's students. MN students complete all core courses except for the research course sequence. Faculty have designed the specialty courses to complement the core knowledge and to provide students with the unique population focus necessary to successfully practice in their specialty. Nurse-midwifery students complete an additional 62 credits beyond the core course requirements. The program may be taken full or part-time. Selection of intention of status must be stated in the goals statement section of the application.

**The Graduate Entry program of study for the undergraduate portion of the program is currently being revised. Please see the addendum beginning on page 104 for a revised program of study.

NURSE-MIDWIFERY PROGRAM OF STUDY

REQUIRED COURSES

NURS 509 L Practicum in Antepartum and Postpartum Management	2
NURS 509 M Practicum in Nurse-Midwifery, Management of the Intrapartum Period	3
NURS 509 N Practicum in Nurse-Midwifery Management I	3
NURS 509 O Practicum in Advanced Women's Health Care Management	2
NURS 509 P Practicum in Nurse-Midwifery Management II	3
NURS 509 Q Advanced Practicum in Nurse Midwifery	8
NURS 509 Y Primary Care Practicum for Nurse Midwives	1
NURS 515 Regulatory Physiology and Pathophysiology	5
NURS 517 Health Assessment for Advanced Practice Nursing	4
NURS 518 Reproductive Health Care Management	3
NURS 519 A Applied Pharmacology I	2
NURS 519 B Applied Pharmacology II	2
NURS 522 Professional Issues for Nurse Practitioners	3
NURS 581 Nurse-Midwifery Management of the Intrapartum Period	3
NURS 582 Management of the Newborn ...	3
NURS 583 Professional Issues in Nurse-Midwifery	1
NURS 585 Primary Care for Nurse-Midwives	4
NURS 586 Psychological, Cultural and Social Context of Women's Health Care	3

NURS 587 Antepartum and Postpartum Management	4
NURS 588 Advanced Women's Health Care Management	2
NURS 589 Reproductive Physiology	1
	Core Credits: 9-15
	Required Credits: 62
	Total Credits: 71-77

GRADUATE ENTRY PROGRAM

MENTAL HEALTH NURSING/PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER AND NURSE-MIDWIFERY

The graduate entry program is designed for individuals with a bachelor's degree in another field and the desire to transition into nursing. This program will be a three year Master's program aimed at educating individuals as midwives and psychiatric/mental health nurse practitioners. Although considered innovative, there is a 25 year history of success around this type of program and general consensus that these programs produce excellent advanced practice nurses.

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 register nurse. The remaining two years are the master's speciality 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 the national

certification exam for the advance practice roles in either speciality.

GRADUATE ENTRY PROGRAM OF STUDY

PREREQUISITES TO ADMISSION

Human Anatomy and Physiology	12
Chemistry (including Biochemistry)	12
Microbiology	4
Statistics (descriptive and inferential)	3
Nutrition	3
General Psychology	3
General Sociology	3
Human Development (life span)	3
Cultural Anthropology	3

PROGRAM OF STUDY

NURS 370 Foundations for Nursing Practice	2
NURS 371 Health Assessment	5
NURS 372 Pathophysiological Processes	3
NURS 373 Intro. to Clinical Nursing	6
NURS 374 Clinical Pharmacology	3
NURS 378 Ethical Legal Aspects of Nursing Practice	3
NURS 380 Family Nursing	3
NURS 384 Nursing Care of Adults with Physiological Alterations	4
NURS 385 Nursing Care of Adults with Physiological Alterations: Practicum	7
NURS 386 Nursing Care of Families During Health and Illness	3
NURS 387 Nursing Care of Families During Health and Illness Practicum	5
NURS472 Leadership and Management in Nursing	3
NURS 484 Mental Health Nursing	4

NURS 486 Community Health Nursing	4
NURS491 Community and Mental Health Reflective Practice Nursing: Practicum	8
NURS 510 Evidence Based Decision Making Advanced Practice Nursing	3
NURS Simulation Lab	2
Practicum in Labor & Delivery	2
Prerequisites to admission:	46
Graduate Entry Credits:	69
Mental Health Nursing or Nurse-midwifery Required Credits:	63-77
Total:	132-146

POST MASTER'S CERTIFICATE OPTION (PMCO)

For those wishing to pursue further graduate education who already have a master's degree in nursing, the School of Nursing offers post master's certificate options in most specialties. The application process is the same, however, the PMCO's are self-supporting programs and fees are set each year. Because the programs are self-supporting, no staff fee privilege for OHSU employees can be honored. In addition to tuition and fees, the health service fee must be paid. Admission is limited by space availability and programs may be taken either full time or part time.

PHD PROGRAM

Although an advisor is assigned to doctoral students the first year of the program to assist the student with their program of study and other advising issues, the School of Nursing supports a relationship between faculty and doctoral students based on the concept of mentorship. Students are

encouraged to work with their advisors to identify faculty whose program of research matches their research interests. It is anticipated that the student will identify a mentor when the student begins writing a National Service Research Award (NRSA) or no later than a quarter after completion of the preliminary examinations, usually completed at the end of the first year of full time study.

The goals of mentorship are to facilitate the individually constructed portions of the student's program of study and to create a community of scholars. Mentor activities provide a structure for the creation of such communities. Faculty and students endeavor to create an environment that supports the mentoring experience. Two types of mentorship experiences are available: long-term and brief. Long-term mentorship occurs between well-prepared and experienced advisors or sponsors and students and focuses on activities designed to enhance student's research capabilities. Brief mentoring occurs between students and other people with special expertise or experiences that students want to tap into to meet their objectives. Students may engage in brief or other scholarly activities, teaching or community services with a variety of people, including advisors, other faculty clinicians, researchers, and other students. Both long-term and brief mentorship occurs within the context of a mutually agreed upon relationship between students and mentors.

PHD IN NURSING REQUIREMENTS

A minimum of 90 credits beyond the master's degree and a completed dissertation summarizing

independent research are required for a doctor of philosophy degree in nursing.

PROGRAM OF STUDY

The doctoral-level curriculum is composed of 90 credit hours distributed as follows:

	<i>CREDITS</i>
Core Courses	27
Nursing Specialty & Support Courses	24
Minor Area Courses	12
Dissertation	27
Total Credits: 90	

Each entering student is required to have an upper division statistics course that includes inferential statistics either within five years before entering the program or within the first quarter of the student's program.

PHD CORE COURSES

Core courses focus on concepts and processes of theory development, practice and research and comprise knowledge central to the discipline of nursing. The core courses in the PhD component are designed to provide students with the conceptual and technical skills needed to meet the program objectives.

	<i>CREDITS</i>
NURS 610 A; NURS 610 B Conceptualization, Design and Measurement	6
NURS 611 A; NURS 611 B Research Critique	2
NURS 612 A; NURS 612 B Nursing and Philosophy of Science	5

NURS 616 Qualitative Methods for Nursing Research	3
NURS 617 Inferential Statistics	3
NURS 619 Health Policy: Theory and Research	3
NURS 620 Ethics in the Conduct of Research	2
NURS --- Advanced Analysis*	3

Core Credits: 27

*May be specific to analysis needed for dissertation and is not require to have a nursing prefix.

FOCUS OF STUDY AND SUPPORT COURSES

Prospective Ph.D. students may choose to focus their studies in one of several areas of research strengths within the School. Faculty mentors provide the guidance in developing programs of study, research opportunities and collegial relationships. The School has considerable depth of research and scholarship in family care-giving, healthy aging and elder care, risk assessment and management, dementia-related care, domestic violence and end-of-life issues. It is also building research programs in the areas of symptom management in life-threatening illness (e.g., heart disease and cancer) and chronic conditions (e.g., fibromyalgia), and in health care delivery (e.g., telehealth and rural health).

In addition to these areas, doctoral students collaborate across disciplines. The School is interconnected with other acclaimed OHSU research centers, such as the Cancer Center, Heart Research Center, Center for Healthy Aging and the Center for Women's Health.

PHD BENCHMARKS

There are three benchmarks for doctoral students: a preliminary examination, a candidacy examination and the defense of the dissertation. The preliminary examination tests the student's general understanding of knowledge development processes and research methodology. It is diagnostic in nature and assesses the student's readiness to proceed with in-depth study in a specialty area. This exam is taken upon completion of the doctoral core courses. The oral candidacy exam ascertains 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. In preparation for this exam, the student prepares two to three focus papers to frame the boundaries of the examination. Students take the candidacy exam near the end of the nursing support and minor course work. The dissertation defense is a rigorous defense of the outcomes of the student's dissertation research.

DISSERTATION

The dissertation is expected to reflect the integration of theory, practice and research. The research is conducted and the dissertation prepared under the supervision of a faculty adviser selected by the student. The Dissertation Committee consists of a minimum of three members, two of whom, including the chairperson, must be faculty members in the School of Nursing.

Students will be examined orally on the dissertation proposal by the Dissertation Committee. After completion of the dissertation, students will

be examined on their dissertation content by the Dissertation Committee in a public forum.

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 or 6 credit hours for doctoral students in regional PhD program. PhD students are required to file a Program of Study form prior to completing 27 credit hours of course work. The program is approved by the academic adviser and filed in the Office of Academic Affairs and Graduate Studies.

ACADEMIC STANDARDS

At the completion of 27 credit hours of study, and again at the completion of the non-dissertation course work, doctoral students in good standing are expected to have a cumulative GPA of 3.0. An academic review is conducted, if, before the completion of 27 credit hours, it is recognized that a student can not achieve a GPA of 3.0 or failed to complete benchmarks in a timely manner.

TIME LIMIT

All requirements, including successful defense of the dissertation, must be completed within a period of seven years after matriculation into the doctoral program.

POST-PHD. PROGRAM

Post doctoral research training is available at the School of Nursing. Through a variety of funding mechanisms, including institutional and indi-

vidual National Research Service Awards and other special arrangements, both national and international post doctoral fellows can be accommodated.

Research training opportunities are available in areas of faculty expertise. To date, family health and gerontological nursing have been two major areas of post doctoral training. Post doctoral research training can range from three months to two years. Outcomes of training include further developing the fellow's program of research, 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 post doctoral research fellowships at OHSU School of Nursing should contact faculty whose area of interest best matches their own and negotiate a possible sponsor relationship.

NON-DEGREE ENROLLMENT

Students who are graduates of an accredited school of nursing and who have a baccalaureate degree may register for courses with the prior consent of the instructor as a non-degree or post-baccalaureate student. Individuals who are not registered nurses and who have baccalaureate degrees in other disciplines may, with the permission of the instructor, register for courses which do not involve contact with patients or clients.

All course prerequisites must be met. Students will be allowed to take up to nine credits of course work without formal admission to a degree program. There is no commitment that

course work taken under this classification will apply toward a graduate degree. Application for non-degree status may be obtained from the Registrar's Office (503) 494-7800.

INTERNATIONAL STUDENTS

ADMISSION REQUIREMENTS

International students are encouraged to apply to the graduate program. There are a number of requirements international applicants must meet. The Test of Spoken English (TSE), Test of Written English (TWE) (of the TOEFL, 609-771-7100) and the Graduate Record Examination (GRE) (www.gre.org) must be taken and scores submitted. Scores will be used for assessment and evaluation of the student's English proficiency and quantitative skills. Contact the School of Nursing Program Information requesting more detailed information about international student application procedures and requirements.

It is expected that the students will have a BS degree in nursing from an accredited college or university in their home country and an undergraduate GPA of 3.0 or greater. It is also required that the applicants be eligible for an Oregon registered nurse license and have completed one year of clinical practice as an RN. Doctoral applicants need to submit a sample of scholarly writing in English.

Finances

TUITION AND FEES

Financial Aid and Registrar's Office
 Mackenzie Hall, Room 1120
 (503) 494-7800 (Registrar's Office);
 (503) 494-8249 (Financial Aid)
 1 (800) 775-5460 (Financial Aid only)

All persons who attend classes at OHSU School of Nursing must register for those classes and pay the applicable fees (except in unusual circumstances and with the permission of the instructor). For list of current tuition and fees, visit the School's Web site at www.ohsu.edu/son or call the registrar's office at (503) 494-7800.

The OHSU Board of Directors reserves the right to make changes in the course and fee schedules without notice.

Nursing students on each campus pay the same tuition fees. Other fees assessed may vary according to campus.

All students in the degree and certificate training programs are required to purchase major medical insurance through the University. The insurance requirement may be satisfied if the student provides satisfactory proof of equivalent coverage and signs a statement agreeing to keep the insurance in force during the enrollment period.

For further information call the Registrar's Office at (503) 494-7800.

SPECIAL FEES AND PENALTIES

Application fee (not refundable)	\$60.00
Transcript fee—First one	\$ 7.00

Each additional	\$ 2.00
Same day/fax service	\$10.00
Add/Drop Fees per class	\$10.00
Credit-by-examination	up to \$ 40.00
Late Registration Fee	\$30.00
Graduation Fee	\$25.00

REGULATIONS OF NONRESIDENT FEES

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. (Applicants should contact the Registrar's Office, (503) 494-7800, for definition and clarification.)

All other students are required to pay the nonresident fee.

STUDENT EXPENSES

For baccalaureate students, the estimated cost of textbooks and instructional materials is \$1300 for the junior year and \$1300 for the senior year. The costs will vary depending on the course requirements and campus.

Students are responsible for their own transportation to, during and from clinical experiences. The cost will vary depending on the clinical site and other transportation cost variables such as the current gasoline price.

Baccalaureate students attending extended campus classes should allow approximately \$80 per term for transportation to other campuses and \$120

per term to outside hospital teaching units.

Registered nurses and graduate students are required to have current licenses to practice in Oregon.

For graduate students, cost of textbooks and supplies varies depending on the program of study. Some programs may require a stethoscope, oto-ophthalmoscope and lab coat.

School of Nursing students are required to have access to a computer with predetermined minimum capabilities, independent of the School of Nursing and university resources. All students are required to have minimal computer literacy skills.

FINANCIAL AID

Oregon Health & Science University has available a limited number of grants, loans, scholarships and employment-related tuition waivers for the purpose of aiding undergraduate and graduate students who need assistance with financing their education.

To apply for federal and/or state grants and loans, prospective students and returning students should complete the financial aid form of the College Scholarship Service between January and March each year. Students desiring scholarships should also complete a scholarship application. A packet of application materials and instructions can be obtained from the Student Financial Aid Office. Financial aid is available to undergraduate students (generic and RN). Undergraduate students with a prior baccalaureate degree need to consult with the Financial Aid Office regarding criteria for awarding aid. Nursing students from

all campus sites apply to the central Financial Aid Office located in Portland. For a list of external scholarships please contact the Office of Student Affairs, (503) 494-2161.

FEDERAL PROGRAMS

Federal Work-Study Program. This program provides work opportunities for undergraduate (generic and R.N.) students to help meet educational expenses. Funds are awarded on the basis of need.

Federal Pell Grant. This program was designed to assist needy undergraduate students. The grants, which range from approximately \$200 to \$2,300 per year, are awarded on the basis of financial need.

Federal Supplemental Educational Opportunity Grant. Grants from this program are awarded to undergraduate students who demonstrate exceptional financial need.

Federal Stafford Loans/Plus Loans/SLS Loans (subsidized and/or unsubsidized). Funds are provided by the banking community. The federal government guarantees the loans and pays the interest while the undergraduate or graduate student is enrolled in school. These guaranteed student loans are awarded on the basis of financial need.

Federal Perkins Loan. This program provides funds on the basis of need with priority given to the most needy undergraduate and graduate students.

Federal Supplemental Loan for Students. A

non-need loan for independent undergraduate students and graduate students. Interest payments must be made quarterly while in school and repayment of principal begins when a student is no longer enrolled full time.

Veterans Benefits. Contact the Registrar's Office, (503) 494-7800, regarding the certifying process for benefits.

Institutional Loan. Funds are loaned to students based on need. Short-term (emergency) loans are available — up to \$300 with a \$10 fee — 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.

Land Division Nursing Loans. Funds are provided by the Land Grant Division for Oregon residents only.

Oregon State Scholarship Commission Need Grant. Funds are awarded on the basis of need only to Oregon resident undergraduates. This grant is renewable for four years as long as the student meets the need requirements. To apply, the student must complete the financial aid form and have a report sent to the Oregon State Scholarship Commission.

Oregon State Loan Forgiveness Program. Funds are awarded based on financial need and intention of recipient to pay back the loan by working in a medically underserved and primarily rural part of Oregon. Each year of loan is forgiven for each year of pay back. Interest accrues beginning with disbursement of funds to the recipient. To apply, the student must complete the financial

aid form and Oregon State Loan Forgiveness Program application and send to Oregon State Scholarship Commission, (503) 687-7395.

OREGON HEALTH & SCIENCE UNIVERSITY FOUNDATION FUNDS AND SCHOLARSHIPS
OHSU Foundation, a public charitable foundation directly affiliated with Oregon Health & Science University, has a mission to promote and solicit funds for the benefit of the university. The foundation has as a priority project to search for additional financial aid for needy students.

The regulations governing OHSU scholarship requirements are vested in the Office of the Dean of the School of Nursing. This office has the authority to withdraw scholarship funding if a student's academic progress is unsatisfactory. In general, satisfactory work means substantial progress toward graduation requirements.

OTHER SCHOLARSHIP OPPORTUNITIES
Other scholarships are available from local, community service and state organizations. Applications are made directly to that organization. A list of community organizations may be obtained from the School of Nursing Office of Student Affairs. Awards are made on the basis of scholastic achievement and need.

Additional information can be obtained by writing to the National League for Nursing, 350 Hudson St., New York, NY 10014. Students seeking their first nursing degree should request the brochure "Scholarships and Loans — Beginning Education in Nursing." Registered nurse students should request "Scholarships, Fellow-

ships, Educational Grants and Loans for Registered Nurses.” Call the NLN at (800) 669-1656, for further information.

The OHSU School of Nursing scholarship committee meets annually to award nursing scholarships based on need. Scholarship awards are also made occasionally during the academic year due to availability of funds. Receiving a scholarship may alter the student’s financial aid package. Scholarship recipients are encouraged to review their award status with the Financial Aid Office.

The following is a partial list of scholarships based on need. This list is subject to change by congressional, legislative or institutional action. Contact the Financial Aid Office for information at (503) 494-8249 or (800) 775-5460.

- Angel Scholarship
- Dr. Carol A. Lindeman Scholarship
- Anton “Tony” and Vida A. Herzog Scholarship
- Phyllis J. Michaelson Scholarship Fund in Gerontological Nursing
- Frances Grace Dezeeuw Memorial Scholarship
- Mary Louise (Miller) Weiss Scholarship
- Henrietta Doltz Puhaty Scholarship
- Marie L. LeVernois Nursing Scholarship
- Virginia Marie Cochran Scholarship
- William Randolph Hearst Endowed Scholarship Fund for Geriatric Nurse Practitioners
- Ruth Ellen Van Arnum Nursing Scholarship
- Dorothy Prinzing/ Evelyn Renee Shatuck Scholarships

- Turner Scholarship
- Bishop Scholarship
- Alumni Association Scholarship

There are several more scholarship opportunities including non-need based scholarships awarded by the scholarship committee.

National Research Service Awards. The School of Nursing has had two Institutional National Research Service Awards. These awards provided generous fellowships for both predoctoral and postdoctoral fellows who are committed to conducting research. For information on predoctoral and postdoctoral fellowships, contact the Office of Student Affairs.

Professional Nurse Traineeships. Professional Nurse Traineeships are available on a limited basis to full-time graduate students. Applications are mailed to graduate students after admission. Students must be enrolled full time at the master’s level. Preference is given to students from rural and medically underserved areas enrolled in a nurse practitioner program. Contact the Office of Student Affairs for further information.

Diversity Achievement Scholarship. This is a tuition waiver program to encourage students from diverse backgrounds to complete their college education. Preference is given to graduates of Oregon high schools. For applications, contact the Office of Diversity and Multicultural Affairs at (503) 494-7574.

Under-Represented Minority Achievement Scholarship. This is a tuition waiver program to encourage under-represented minorities (African-

American, Hispanic and Native American) from Oregon to complete higher education. Students receiving this scholarship in the prenursing programs of Oregon State Systems of Higher Education may transfer their awards to OHSU School of Nursing. For information, contact the Office of Diversity and Multicultural Affairs at (503) 494-7574.

<p>OHSU STAFF FEE PRIVILEGES 2002-2004</p>

All employees, halftime or more, of the Department of Higher Education and Oregon Health & Science University may qualify for staff fee privileges and receive reduced tuition. Some programs, including the post-master's certificate option and the doctoral program, are not eligible. For further information, contact the employing supervisor.

Facilities & Services

SCHOOL OF NURSING

The School of Nursing is internationally recognized for excellence in research and its relationship to nursing practice and theory and is funded for an endowed chair in research. The chair provides additional leadership and prestige for faculty, nursing service personnel and graduate student researchers. Faculty in the School of Nursing believe that nursing research is not an end in itself; it is a process used to enhance nursing practice and to improve the health care of the public. Since the establishment within the National Institutes of Health of the National Center for Nursing Research in 1987, faculties' research productivity has increased despite the greater challenges of funding. The School of Nursing ranks in the top 10 for NIH research funding.

OFFICE OF RESEARCH DEVELOPMENT (ORD)

The School of Nursing is strongly committed to faculty, graduate student and postdoctoral research.

The research services offered in the School are all aimed at enhancing education, clinical practice, scholarly activities and professional development. Senior faculty with extensive funding and research experience provide consultation and mentoring. Psychometricians and senior research scientists offer hands-on assistance to faculty and students with research methodology, instrument development and statistical analysis.

Other research services include support with study design and analytic software and assistance with

graphical illustrations. Research facilities are comprehensive – including data processing, a physiological research lab and a behavioral observation room. The School prides itself on enhancing community by connecting people with similar areas of expertise with one another.

Streamlining research infrastructure to make research support more seamless and efficient, the School of Nursing is – at heart – a place where students and faculty can apply vital questions to health care challenges.

FOUR CAMPUSES

Over the years the demand for quality nursing education stretched the limits of staff and space. OHSU's reputation for clinical and instructional excellence attracted more people to Portland. Soon creativity was required just to locate enough space to accommodate everyone. In 1992, the School of Nursing on the Portland campus proudly took up residence in a new and beautiful building which is an attractive center for teaching, learning, research and conferences. The school's intention of statewide outreach, community service, partnership and excellence is coordinated from this environment.

OHSU School of Nursing has campuses in Ashland, Klamath Falls, La Grande, and Portland. At each of these campuses there is a bachelor of science degree program in nursing and a bachelor of science degree program for registered nurses. Master's specialties are offered when funding is available at campuses other than Portland.

Ashland campus is at Southern Oregon Univer-

sity, 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, mountain 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 **Klamath Falls** campus is located at the Oregon Institute of Technology, 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 that enjoy 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 Klamath Falls campus.

The **La Grande** campus is located at Eastern Oregon University – the only four-year college in eastern Oregon. La Grande is 260 miles east of Portland and 174 miles west of Boise, Idaho.

Established in 1929, EOU is a regional college offering 21 baccalaureate degrees, two associate degrees and a master's in teacher education. A large majority of EOU students participate in a highly diversified extracurricular program, as well as sports and other recreational activities. Fifty different clubs and organizations help students to broaden their horizons. A student radio station, newspaper, concert, live art, lecture, television, and film groups provide other opportunities for variety in student life. The mountains of north-eastern Oregon are a haven for outdoors enthusiasts, with fabulous opportunities for skiing, backpacking, camping, climbing, photography, hunting and fishing.

The **Portland Campus** is part of Oregon Health & Science University which offers degrees in nursing, medicine, dentistry and certificates in several allied health programs. Portland is Oregon's largest city, population 1.5 million, and offers entertainment in the arts and theater, museums of art and science, restaurants and night life. The city supports professional basketball and hockey teams. Area colleges and universities include Lewis and Clark College, Northwestern School of Law, Portland State University, Reed College, Linfield College and University of Portland. Opportunities for outdoor recreation abound in Portland and the Pacific Northwest. 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 combined efforts at the four campuses contribute to education, practice, research and technology that enables students and faculty to

provide advanced education and health care services throughout Oregon. At each campus, the facilities and equipment for distance-learning – poly-com – allows classes to be broadcast to receiving sites where students do not have to travel to a distant campus to participate. These specially equipped classrooms allow outreach students to interact with the on-campus class. The poly-com system allows the broadcast of nursing classes to many hospitals and communities with nurses who would like to upgrade their skills, using both public television channels and the new telecommunications classrooms. Some continuing education courses are currently being transmitted using the poly-com system to reach hospitals throughout Oregon.

SOCIAL ACTIVITIES AND ATHLETICS

General invitations are extended to all students to attend special lectures and meetings at OHSU. Notices of these events are posted on student bulletin boards and through e-mail notices. Dances and get-togethers are planned each year by student organizations, and Portland provides exciting and varied cultural activities. Because of enrollment limitations each year and the highly specialized and concentrated nature of health care studies, OHSU is unable to sponsor athletics. Students may, however, participate in an active intramural sports program that includes basketball, tennis and squash teams.

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.

HEALTH SERVICE

The health services on the EOU, OIT, Portland and SOU campuses provide primary health care to registered students. 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 EOU, OIT and SOU. Please refer to the respective catalogs for specific health service policies governing fees and services.

For the Portland campus, additional information is provided through the health services brochure or by calling (503) 494-8665. The Joseph B. Trainer Health and Counseling Service for Students and House Staff, Baird Hall, Room 18.

The student health service serves registered students in degree and certificate programs who pay required fees. Students may also buy coverage at the health service for their eligible dependents or pay fee-for-service.

The student health service provides complete primary outpatient care, preventive, acute and chronic medical care. Services also include counseling, dermatology, gynecology, orthopedics, pediatrics and psychiatry. The student health service may refer to specialty clinics and authorize lab tests and imaging. For details, see the health services brochure available in the student health service.

STUDENT ORGANIZATIONS

STUDENT ORGANIZATIONS OF THE OREGON HEALTH & SCIENCE UNIVERSITY SCHOOL OF NURSING

Each campus has an organized student body. Undergraduate nursing students from each campus hold membership in their campus group known commonly as the student body. The student body on each campus elects its own governing body called the student senate. Each student senate of the student body appoints student members to faculty and school committees, organizes nursing student body activities and represents student opinion to the faculty, administration and public.

SIGMA THETA TAU

The Beta Psi chapter of this international invitational nursing honorary was installed in the School of Nursing in 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.

OREGON NURSING STUDENT ASSOCIATION

The OHSU-ONSA 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. ONSA members gain access to nursing in a way that the teaching-learning academic model doesn't offer.

There are a variety of university-wide student organizations on the Portland campus. Meeting times and locations are posted on bulletin boards at the School of Nursing, Mackenzie Hall, Baird Hall and listed in the Campusgram.

MULTICULTURAL AFFAIRS

The Office of Diversity and Multicultural Affairs provides a close, cooperative working relationship among students, advisers, faculty and administration in developing programs and services that reflect the diversity of cultures and support academic development for all students. The office 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. For more information, call the Office of Diversity and Multicultural Affairs at (503) 494-7574.

STUDENTS WITH DISABILITIES

The university is committed to accommodating individuals with disabilities to participate in the programs and life of the university. Advanced planning and coordination may be necessary. Please promptly write or call the Associate Dean

for Student and International Affairs (503) 494-3657, or the Director of Student Health Services (503) 494-8665 to begin discussing possible accommodations, if necessary. Additional information may also be obtained from the affirmative action officer (503) 494-5148.

BOOKSTORES

SCHOOL OF MEDICINE/SCHOOL OF NURSING BOOKSTORE

The OHSU School of Medicine/School of Nursing Bookstore operates for the convenience of students. The bookstore is a nonprofit store that stocks course textbooks, general reference books and medical instruments such as stethoscopes and sphygmomanometers. The bookstore is located in Mackenzie Hall, Room 1166.

DENTAL BOOKSTORE

OHSU operates the Dental Bookstore for the convenience of students. Prices are advantageous to students because of special discounts allowed the School of Dentistry by manufacturers. The store is located on the second floor of the dental school.

Inventory includes textbooks and syllabi, dental and school supplies, patient aids, computers and other items useful to students. The Dental Bookstore also coordinates an instrument exchange program, free hand piece repairs and dental supplies programs. Purchases may be made with VISA or Mastercard, cash or check.

RESIDENCE HALL

Residence facilities are available on all campuses. Students should check with the individual campuses for information.

ACADEMIC ADVISING

On admission, students are assigned an adviser who counsels them regarding curriculum and other areas related to academic progression.

Students are encouraged to seek assistance from their advisers regarding any academic/professional concerns. In addition, course faculty members notify advisers of students who are not performing at passing level at midterm, so that advisers may assist the student in improving academic performance.

A change in the adviser assignment may be requested by the student or the adviser.

Coursework

CPH530 BIOMETRY SURVEY

3 credits

Course Description: Intended for non-epidemiology and biostatistics majors. A basic course in data analysis including descriptive statistics, sampling, correlation and linear regression, tests of significance (parametric and nonparametric), and selected multivariate topics. This is a broad survey course designed for individuals who will not take another course in statistics.

CPH533 EPIDEMIOLOGY SURVEY

3 credits

Course Description: Basic epidemiological 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 epidemiological 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.

CPH537 PRINCIPLES OF HEALTH BEHAVIOR

3 credits

Course Description: 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.

CPH539 CONCEPTS OF ENVIRONMENTAL AND OCCUPATIONAL HEALTH

3 credits

Course Description: Basic knowledge and skills required to assess impacts of environmental health contaminants. Teaching format utilizes representative examples of environmental health problems. Each example will include assessment of environmental interactions, health effects, risk assessment, and control measures.

CPH540 POLICY, ORGANIZATION AND FINANCING OF HEALTH CARE (SAME AS NURS 513)

3 credits

Course Description: Course focus is on the manner in which health care in the United States is organized and administered as well as the forces which are influencing change in the structure and delivery of health services. Specific topics of analysis and discussion include: structure of the health care system, the providers, health care personnel, financing health care, planning, and evaluation.

NURS305/405 READING AND CONFERENCE

credits

Course Description: Any term, Hours to be arranged.

Prerequisites: NONE

NURS307/407 CLINICAL FOCUS

4 credits

Course Description: 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: NONE

NURS307/407 SEMINAR

credits

Course Description: Any term: Hours to be arranged.

Prerequisites: NONE

NURS308/408 WORKSHOP

credits

Course Description: Any term, Hours to be arranged.

Prerequisites: NONE

NURS309/409 PRACTICUM

credits

Course Description: Any term. Hours to arranged

Prerequisites: NONE

NURS368 & NURS369, SEE ADDENDUM AT END.

NURS370 FOUNDATIONS FOR NURSING PRACTICE

2 credits

Course Description: This course assists students in developing personal, social and theoretical perspectives on the discipline of nursing as a caring profession. The conceptual bases for the interpersonal foundations of nursing practice will be provided. An overview of the profession of nursing and nursing roles will be included.

Prerequisites: NONE

NURS371 HEALTH ASSESSMENT

5 (3 didactic and 2 practicum) credits

Course Description: This course provides the basis for health assessment of individuals from infancy

through old age.

Prerequisites: NONE

NURS372 PATHOPHYSIOLOGICAL PROCESSES: A FOUNDATION FOR NURSING PRACTICE

credits

Course Description: This course provides an introduction to pathophysiological processes that underlie many different disease states and health deviations across the life span. Human responses to these pathophysiological processes will be explored to provide a foundation for nursing practice.

Prerequisites: NURS 370, 371

NURS373 INTRODUCTION TO CLINICAL NURSING

5-6 (2-3 didactic and 3 practicum) credits

Course Description: This course focuses on development of the conceptual bases for beginning therapeutic nursing interventions. The focus is on the application of cognitive, psychomotor, and interpersonal skills with clients in a health care setting.

Prerequisites: NURS 370, 371

NURS374 CLINICAL PHARMACOLOGY

3 credits

Course Description: 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: NURS 370, 371

**NURS375 INTRODUCTION TO NURSING:
ACCELERATED**

5 credits

Course Description: This course is designed for students admitted to the graduate entry program. It serves as an introduction to the profession of nursing, including historical, structural, ethical and social perspectives. It introduces the concept of evidence-based research practice and focuses on the conceptual basis for beginning therapeutic interventions. Emphasis is on the application of cognitive, psychomotor and interpersonal skills with patients in a health care setting.

Prerequisites: NONE

**NURS376 CLINICAL DECISION MAKING IN
NURSING PRACTICE**

2-3 credits

Course Description: This course focuses on the use of critical thinking strategies to acquire understanding of client responses to their health status. Students analyze significant problems experienced by clients in coping with health and illness. Therapeutic nursing interventions are explored.

Prerequisites: NURS 370, 371.

**NURS378 ETHICAL ISSUES AND LEGAL ASPECTS
FOR NURSING AND HEALTH CARE**

3 credits

Course Description: 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: NURS 370, 371, 372, 373, and 374.

NURS380 FAMILY NURSING

3 credits

Course Description: This course explores the family as both client and context. The family is examined as a health care client and negotiator, expressor of cultural diversity, a system, and an environment for individual development. Family structure, process, function, and coping are discussed in relation to health, illness, and transition. The focus is on assessment and intervention across the life span using theory and research in family nursing.

Prerequisites: NURS 370, 371, 372, 373, 374, and 376.

**NURS381 CONCEPTS IN GERONTOLOGICAL
NURSING**

1 credits

Course Description: This is a one credit course taught across three quarters designed for students enrolled in the graduate entry program. The purpose of the course is to introduce the student to major concepts in the care of the elderly, concepts specifically applicable to the students' clinical experiences each term. In particular, mental health, dementia/cognitive impairment, polypharmacy, mobility and function, elder abuse and neglect, and elder specific aspects of the

health care system will be addressed.

Prerequisites: NURS 371, 372, 374, and 375.

NURS382 GERONTOLOGICAL NURSING

3 credits

Course Description: This course examines the essentials of nursing care of older people. The foci are normal aging, and individual, family and contextual factors that influence the processes and outcomes of aging.

Prerequisites: NURS 370, 371, 372, 373, and 374.

NURS383 MENTAL HEALTH NURSING AND NURSING CARE OF FAMILIES: PRACTICUM

8 credits

Course Description: This course is designed for students admitted to the graduate entry program. It provides supervised clinical experience that builds upon theoretical, research and practice foundations in the nursing care of families and of mental health nursing. Emphasis is placed upon application of critical thinking skills and knowledge of family and mental health nursing interventions with diverse clients. A portion of the clinical experience is designed to be directly supportive of the student's chosen graduate specialty

Prerequisites: NURS 371, 372, 374, 375, and 386 (or concurrently), 484 (or concurrently).

NURS384 NURSING CARE OF ADULTS WITH PHYSIOLOGICAL ALTERATIONS

4 credits

Course Description: 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 is examined.

Prerequisites: NURS 370, 371, 372, 373, and 374, (Usually taken concurrently with NURS 385).

NURS385 NURSING CARE OF ADULTS WITH PHYSIOLOGICAL ALTERATIONS: PRACTICUM

7 credits

Course Description: 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 is examined.

Prerequisites: NURS 370, 371, 372, 373, 374, and 384 (or concurrently with NURS 384).

NURS386 NURSING CARE OF FAMILIES DURING HEALTH AND ILLNESS

3 credits

Course Description: This course examines the theoretical and research foundations of family as context and client. Exemplars include developmental theories, clinical decision-making, and health promotion models as they describe

families in health and illness. Concepts of therapeutic nursing interventions with families who are childrearing are emphasized.

Prerequisites: NURS 370, 371, 372, 373, 374, 376, 380, (or concurrently with NURS 380), (Usually taken concurrently with NURS 387).

NURS387 NURSING CARE OF FAMILIES DURING HEALTH AND ILLNESS: PRACTICUM

5 credits

Course Description: This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.

Prerequisites: NURS 370, 371, 372, 373, 374, 380 and 386 (or may be taken concurrently with NURS 386).

NURS399 HEALTH ASSESSMENT CLASS FOR REGISTERED NURSES

3 credits

Course Description: This course provides a basic foundation of knowledge and skills involved in the physical and psychological assessment of individuals.

Prerequisites: NONE

NURS470 RESEARCH IN NURSING PRACTICE

3 credits

Course Description: This course introduces students to past and current thinking in the profession regarding the relationship between nursing practice and nursing research, and the role of the nurse in research. The course provides students with skills and understanding to enable them to critically review research reports and

discuss ethical issues related to research. Emphasis is on the application of research to improve client outcomes.

Prerequisites: First summer and first fall quarter as taught on each campus

NURS471 CLINICAL FOCUS PRACTICUM

5-7 credits

Course Description: 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, (including; NURS 370, 371, 372, 373, 374, and 376).

NURS472 LEADERSHIP AND MANAGEMENT IN NURSING

3 credits

Course Description: 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 relation to tradition, change, and socially responsible nursing practice.

Prerequisites: First summer and first fall quarter as taught on each campus.

NURS474 HEALTH POLICY IN NURSING

3 credits

Course Description: 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: First summer and first fall quarter as taught on each campus.

NURS484 MENTAL HEALTH NURSING

4 credits

Course Description: 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).

NURS485 MENTAL HEALTH NURSING: PRACTICUM

6 credits

Course Description: 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.

Prerequisites: First summer and first fall quarter as taught on each campus.

NURS486 COMMUNITY HEALTH NURSING

4 credits

Course Description: 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 487 is usually taken concurrently; Two of the three following course sets: NURS 484 and 485; NURS 380, 386 and 387; NURS 384 and 385; also NURS 370, 371, 372, 373, 374, and 376.

NURS487 COMMUNITY HEALTH NURSING: PRACTICUM

6 credits

Course Description: This course provides an opportunity for students to use an ongoing multidimensional assessment process, to mutually formulate and implement plans of care to promote the health of client systems within the context of public health approaches to health promotion and disease prevention.

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 370, 371, 372, 373, 374, and 376.

NURS488 REFLECTIVE NURSING PRACTICE THEORY

2 credits

Course Description: 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.

NURS489 REFLECTIVE NURSING PRACTICUM

7 credits

Course Description: 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.

NURS490 COMMUNITY HEALTH/REFLECTIVE PRACTICE NURSING: PRACTICUM

8 credits

Course Description: This course is designed for students admitted to the graduate entry program. It provides supervised clinical experience that builds upon theoretical concepts in community health nursing, as well as supports the student's chosen graduate focus. The 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. It also provides the opportunity for synthesis and evaluation of professional nursing role behaviors essential to care of clients experiencing complex care needs in a variety of settings. Students identify health issues for selected population and plan assessment, intervention and evaluation strategies for use with individuals, families and aggregates.

Prerequisites: NURS 371, 372, 374, 375, 384, 385, 386 (or concurrently), 472, 483, 484 (or concurrently), 486 (concurrently), 488.

NURS505 READING AND CONFERENCE

1-3 credits

Course Description:

NURS506 SPECIAL PROJECTS

TBA credits

Course Description:

NURS507A PUBLIC HEALTH SEMINAR

1 credits

Course Description: This course introduces the nurse to the scope of community and public health nursing. It provides an opportunity to apply core functions and salient epidemiological methods within the context of current public health problems. As part of the course students have an opportunity to meet leaders in public health.

NURS507B INTEGRATIVE SEMINAR ON CARE OF OLDER PEOPLE

1 credits

Course Description: This seminar course focuses on integration of theory, research, and practice-based

experience in gerontological nursing. Students will examine multiple aspects of complex case presentations, including physiological, functional, cognitive, affective, cultural, ethical, and social aspects. Masters students will devise advanced practice plans of care; doctoral students will devise appropriate research plans.

Prerequisites: Permission of instructor; at least two graduate courses in gerontological nursing, prior to concurrent.

NURS507C INTEGRATIVE SEMINAR FOR CLINICAL NURSE SPECIALISTS

1 credits

Course Description: This seminar meets approximately one time each term throughout the clinical nurse specialist (CNS) program. The purpose of the seminar is to contribute to role socialization, to integrate content from current and previous courses in the specialty, and to explore issues related to CNS practice.

NURS507E PRIMARY CARE: FAMILIES AND COMMUNITIES

1 credits

Course Description: This course focuses on the application of family and community concepts into primary care management for the family nurse practitioner. This course integrates content presented in prerequisite courses listed below. This course is a requirement for family nurse practitioner students.

NURS509 PRACTICUM

2-4 credits

Course Description: Course description to be developed between faculty and student taking this

practicum course. Open number for practicum hours to be counted in program of study 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.

NURS509A PRACTICUM IN POPULATION-BASED HEALTH MANAGEMENT PRACTICE I

2-3 credits

Course Description: This practicum course develops and refines a student's competency in 1) management of a selected caseload or 2) management of a population related to the student's specialty. Within these contexts, the student takes a role initiating, managing, or sustaining collaborative efforts related to change and improvement of nursing practice with clinical populations.

NURS509C PRACTICUM IN DIAGNOSIS AND TREATMENT OF SYMPTOMS AND FUNCTIONAL PROBLEMS IN ADULTS I

3 credits

Course Description: This practicum course provides opportunities to explore the clinical nurse specialist (CNS) role and to develop ongoing therapeutic relationships with adult patients and their families.

NURS509D PRACTICUM IN DIAGNOSIS AND TREATMENT OF SYMPTOMS AND FUNCTIONAL PROBLEMS IN ADULTS II

3 credits

Course Description: In this practicum course, students implement aspects of the clinical nurse

specialist (CNS) role which focus on building expertise in nursing therapeutics. Students carry a caseload of patients and their families during periods of relative stability on the trajectory of complex physical illness. This course is taken concurrently with 526B.

NURS509F PRACTICUM IN GERONTOLOGICAL NURSING

2-3 credits

Course Description: This course focuses on the application of theory and research from the core and gerontological nursing courses to advanced practice in gerontological nursing. It provides an opportunity for the student to design an individualized clinical practicum experience that may include such opportunities as working closely with an advanced practice gerontological nurse in a clinical or administrative situation, working with a gerontological nurse researcher to understand a clinical or administrative problem, and/or advancing personal and professional clinical knowledge through educational problems, publications, or presentations.

NURS509K PRACTICUM IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING ROLES: ADULTS

1-6 credits

Course Description: Supervised and precepted advanced clinical practice is directed toward the development and continuing growth of competent, scholarly, and reflective psychiatric mental health nurse practitioners. The practicum will focus on adult clients, and will include therapy with individuals, couples, families, and groups as well as consultation and practice with organiza-

tions, agencies, and programs in traditional and non-traditional settings that serve socioeconomically underserved or culturally diverse populations. An interactive supervision experience with faculty and student peers is directed toward the development of advanced assessment, analysis, critique, evaluation, diagnostic, and treatment skills. The practicum may be taken across quarters and the student is expected to show increasing responsibility, skill, and expertise over time.

NURS509KC PRACTICUM IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING ROLES: CHILD & ADOLESCENT

1-6 credits

Course Description: Supervised advanced clinical practice is directed toward the development of competent, scholarly, reflective practitioners. The practicum will include therapy with individuals, couples, families and groups as well as consultation and practice with organizations and programs in settings that serve socioeconomically underserved or culturally diverse populations of children and adolescents. An interactive supervision experience with faculty and student peers is directed toward the development of assessment, analysis, critique and evaluation skills.

NURS509L PRACTICUM IN ANTEPARTUM AND POSTPARTUM MANAGEMENT

2 credits

Course Description: This course focuses on clinical application of content from 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: NURS587 Antepartum and Postpartum Management

NURS509M PRACTICUM IN NURSE-MIDWIFERY MANAGEMENT OF THE INTRAPARTUM PERIOD

3 credits

Course Description: 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 one of the nurse-midwifery faculty practice sites and will work under direct faculty supervision.

NURS509N PRACTICUM IN NURSE-MIDWIFERY MANAGEMENT I

3 credits

Course Description: 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.

NURS509O PRACTICUM IN ADVANCED WOMEN'S HEALTH CARE MANAGEMENT

2 credits

Course Description: 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: NURS518 Reproductive Health Care Management; NURS588 Advanced Women's Health Care Management

NURS509P PRACTICUM IN NURSE-MIDWIFERY MANAGEMENT II

4 credits

Course Description: This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period, NURS 521A: Adult Primary Care Management I, NURS 521B: Adult Primary Care Management II, and NURS 521C: Adult Primary Care Management III. Weekly 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.

NURS509Q ADVANCED PRACTICUM IN NURSE-MIDWIFERY

8 credits

Course Description: 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.

NURS509R PRACTICUM IN PRIMARY CARE MANAGEMENT I

2-3 credits

Course Description: This course applies content from NURS518, 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.

NURS509S PRACTICUM IN PRIMARY CARE MANAGEMENT II

2-4 credits

Course Description: This course focuses on clinical application of content from NURS520 Introduction to Primary Care Management. Both health promotion and management of selected common illnesses will be addressed in a variety of clinical settings appropriate to the student's specialty. Weekly 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.

Prerequisites: NURS520 Introduction to Primary Care

NURS509T PRACTICUM IN PRIMARY CARE

MANAGEMENT III

5-6 credits

Course Description: This course applies content from NURS 521B, Adult Primary Care Management I, and NURS 594B, Pediatric Primary Care Management. Both health promotion and management of increasingly complex illnesses will be addressed in a variety of clinical settings appropriate to the student's specialty focus. Weekly 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.

NURS509U PRACTICUM IN PRIMARY CARE MANAGEMENT IV

8 credits

Course Description: This course applies content from NURS 592 Advanced Primary Care Management. Both health promotion and management of increasingly complex illnesses will be addressed in a variety of clinical settings appropriate to the student's specialty focus. Weekly 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.

NURS509V PRACTICUM IN WOMEN'S HEALTH CARE

2 credits

Course Description: This practicum is designed to build upon management and clinical skills in

antepartum, postpartum, and gynecological areas in preparation for the Advanced Practicum experience. This course is intended to be taught over several terms, with an individualized plan of study designed in conjunction with the course coordinator. The sites 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.

NURS509W ANTEPARTUM AND POSTPARTUM MANAGEMENT FOR FNP'S

1 credits

Course Description: This course is the clinical application of NURS593 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: Concurrent with N593 Antepartum and Postpartum Management for FNP's

NURS509X PRACTICUM IN WOMEN'S HEALTH CARE

8 credits

Course Description: This practicum is designed to build upon management and clinical skills in antepartum, postpartum, and gynecological areas

in preparation for the Advanced Practicum experience. This course is intended to be taught over several terms, with an individualized plan of study designed in conjunction with the course coordinator. The sites 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.

NURS509Y PRIMARY CARE PRACTICUM FOR NURSE-MIDWIVES

1 credits

Course Description: 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. Weekly 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.

NURS510 EVIDENCE-BASED DECISION MAKING IN ADVANCED PRACTICE NURSING

3 credits

Course Description: This course introduces the student to different patterns of reasoning including diagnostic, analytic, ethical, and narrative. The student is also introduced to different types of research designs and the types of evidence they provide in relation to decision-making in advanced nursing practice.

Prerequisite: Statistics

Prerequisites: Statistics

NURS511A RESEARCH DESIGN AND

IMPLEMENTATION OF PRACTICE IMPROVEMENT PROJECTS

3 credits

Course Description: This two-term course focuses on the design and implementation of population-based practice improvement projects to address identified practice-related problems or questions. Students collaborate with an agency or practice in using practice data to provide answers, which are responsive to information, needs of clinicians, administrators, and policy makers for improvement of programs or practices. These group projects can take the form of either assessment or outcome evaluation. The emphasis of the first term is on the methodological strategies useful for population-based practice improvement projects and the development of a project implementation plan. The second term emphasizes analytic and interpretive strategies, data management, and report writing. Also explored are alternative means of disseminating findings to clients, organizations, and policy-makers. Students in the MS-PhD program may elect an individual research experience with the consent of their research mentor and advisor. Prerequisites: NURS510 Evidence Based Practice for Advanced Practice Nursing; statistics

NURS511B RESEARCH DESIGN AND IMPLEMENTATION OF PRACTICE IMPROVEMENT PROJECTS

3 credits

Course Description: This two-term course focuses on the design and implementation of population-based practice improvement projects to address identified practice-related problems or questions. Students collaborate with an agency or practice in

using practice data to provide answers, which are responsive to information, and needs of clinicians, administrators, and policy makers for improvement of programs or practices. These group projects can take the form of either assessment or outcome evaluation. The emphasis of the first term is on the methodological strategies useful for population-based practice improvement projects and the development of a project implementation plan. The second term emphasizes analytic and interpretive strategies, data management, and report writing. Also explored are alternative means of disseminating findings to clients, organizations, and policy-makers. Students in the MS-PhD program may elect an individual research experience with the consent of their research mentor and advisor. Prerequisites: NURS510 Evidence Based Practice for Advanced Practice Nursing; NURS511A Research Design and Implementation of Practice Improvement Projects

NURS512 HUMAN DIVERSITY AND SOCIAL ISSUES

3 credits

Course Description: This course focuses on understanding and appreciating human diversity in health and illness. Sociocultural factors such as ethnicity, religious orientation, gender, racism, sexual orientation, income and age will be examined for their influence on how individuals, families and communities experience health and illness (e.g. differential morbidity and mortality, access and utilization of health care resources). Selected health and social issues that affect the health of diverse populations will be explored and strategies for advanced nursing practice and research identified.

NURS513 POLICY, ORGANIZATION AND FINANCING OF HEALTH CARE

3 credits

Course Description: This course emphasizes the use of critical inquiry and the change processes in the study of health care policy, organization, and financing and their relationship to nursing practice. The formation of health policy, the impact of health policy on clinical practice and health care, and methods for affecting the process of health policy formation will be examined. The organization of health care systems will be analyzed. In addition, principles of health care economics as they apply to the various mechanisms for generating and allocating health care resources, and the health, sociocultural, and ethical implications of these financial decisions will be examined. An interdisciplinary approach to seek solutions for identified issues will be used.

NURS514 HEALTH PROMOTION AND HEALTH PROTECTION

3 credits

Course Description: 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.

NURS515 REGULATORY PHYSIOLOGY AND PATHOPHYSIOLOGY

1-5 credits

Course Description: This course uses the concepts of regulatory physiology as a basis for understanding pathophysiological processes across

the life span. Pathophysiological conditions are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based conditions (e.g., pain). Emphasis is placed on the physiological and pathophysiological basis for managing clinical problems. A basic knowledge of undergraduate anatomy, physiology, and pathophysiology is assumed.

NURS516A DATA TOOLS FOR MANAGING THE HEALTH OF POPULATIONS

3 credits

Course Description: This course provides the context for nursing practice with populations, defined by age, health status, lifestyle, disease, and/or geographic location. The basic tools and skills will be introduced, focusing on relevant concepts, theory, and application across populations. Students will gain experience in database development, development of population profiles, and clinical outcomes measurement.

NURS516B SYSTEMS PROCESSES FOR MANAGING THE HEALTH OF POPULATIONS

3 credits

Course Description: This course focuses on the exploration and analysis of organizations and systems as they relate to the delivery of nursing care to groups and populations. Content includes consideration of the impact of organizational culture, diffusion of innovation, reimbursement policies, regulation, budget, costing of services, and risk management. Current and emerging pressures on the delivery of health services to

groups and populations are explored. Students draw upon past and current professional experiences.

Prerequisites: NURS516A Data Tools for Managing the Health of Populations

NURS516C INTERPERSONAL INFLUENCES ON MANAGING THE HEALTH OF POPULATIONS

3 credits

Course Description: This course focuses on the interpersonal aspects of population health management at the organizational and individual levels. Program development and implementation strategies are explored. The impact of conflict, negotiation, power, delegation, collaboration, and consultation on advancing the practice of nursing for a population will be examined.

Prerequisites: NURS516A Data Tools for Managing the Health of Populations

NURS517 HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSING

2 credits

Course Description: This course focuses on development of critical thinking and 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, community resources, psycho-social-cultural considerations, functional ability and developmental stage. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests. As one outcome of this course, students demonstrate comprehensive and integrative health assessment practice and written skills at the level required by

their specialty.

NURS517C HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSING

1-2 credits

Course Description: Clinical Section. This course focuses on development of critical thinking and 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, community resources, psycho-social-cultural considerations, functional ability and developmental stage. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests. As one outcome of this course, students demonstrate comprehensive and integrative health assessment practice and written skills at the level required by their specialty.

NURS518 REPRODUCTIVE HEALTH CARE MANAGEMENT

3 credits

Course Description: 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: Physical Assessment course

NURS519A APPLIED PHARMACOLOGY I

1-2 credits

Course Description: This foundational course addresses pharmacotherapeutics for advanced nursing practice. The content covered includes pharmacokinetics, pharmacodynamics,

individualization of drug therapy, adverse effects and drug interactions. Evaluation of outcomes of drug therapy, ethics, approaches to patient adherence and education regarding medication therapy are included. Analysis of common drug classes used in primary care management of children and adults is begun. Regulation of prescribing in Oregon is also covered as required for nurse practitioners by the Oregon State Board of Nursing. Required as 2 credit course for ANP, FNP, GNP, PNP, WHCNP, and NM. PMHNPs take for 1 cr.

NURS519B APPLIED PHARMACOLOGY II

2 credits

Course Description: This sequel to N519A, Applied Pharmacology I, builds upon the principles of prescribing by analysis of common drug classes used in primary care management of adults and children. Case studies are discussed and therapy analyzed for factors affecting successful therapy such as efficacy, safety, acceptability, cost and patient behavior. Alternative regimens are discussed. Required as 2 credit course for ANP, FNP, GNP, PNP, WHCNP, and Midwifery. Additional drug therapy is covered in specialty management courses.

NURS520 INTRODUCTION TO PRIMARY CARE MANAGEMENT

3 credits

Course Description: This course focuses on community-based primary care practice. The approach to developing a community-based primary care practice applies a model of community engagement. The continuous improvement model will be used as a process for

change with the community. This course is a requirement for nurse practitioner students.

NURS521A ADULT PRIMARY CARE MANAGEMENT I

2 credits

Course Description: This course focuses on management of common health problems of adults in primary care settings. Diagnostic reasoning is used to differentiate common problems. An evidence-based approach to primary care drawing upon theories, research, clinical knowledge and national standards is used to develop therapeutic plans for common health problems of adults. Required for ANP, FNP, GNP, WHCNP and midwifery students.

NURS521B ADULT PRIMARY CARE MANAGEMENT II

1-3 credits

Course Description: This course focuses on management of common health problems of adults in primary care settings. Diagnostic reasoning is used to differentiate common problems. Evidence based care plans will be developed for primary care problems of adult drawing upon theories, research, clinical knowledge and national standards. Students will engage in clinical-decision making for more complex problems. Required for ANP, FNP, GNP, WHCNP, and midwifery students.

NURS522 PROFESSIONAL ISSUES FOR NURSE PRACTITIONERS

3 credits

Course Description: This course focuses on the role

of the nurse practitioner in the health care delivery system. Historical, organizational, administrative, legal, political, ethical, and economic issues influencing practice are addressed in light of current theory and research.

Prerequisites: Must be second year in program after clinical started.

NURS525 INTRODUCTION TO CLINICAL NURSE SPECIALIST PRACTICE

2 credits

Course Description: This course introduces issues and processes in the delivery of advanced practice nursing by clinical nurse specialists (CNSs). Open to non-degree.

NURS526A DIAGNOSIS AND TREATMENT OF SYMPTOMS AND FUNCTIONAL PROBLEMS IN ADULTS I

3 credits

Course Description: This theory course is the first of two specialty courses designed to prepare the student for advanced practice as a clinical nurse specialist (CNS) in Adult Health and Illness Nursing. 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 illness trajectory framework guides consideration of the acute and chronic illness experiences of patients and their families.

Prerequisites: Concurrent with NURS509C Practicum in the Diagnosis and Treatment of Symptoms and Functional Problems in Adults I; prerequisite or concurrent with NURS525 Introduction to Clinical Nurse Specialist Practice

NURS526B DIAGNOSIS AND TREATMENT OF SYMPTOMS AND FUNCTIONAL PROBLEMS IN ADULTS II

3 credits

Course Description: This theory course is the second of two specialty courses designed to prepare the student for advanced nursing practice as a clinical nurse specialist (CNS) with a selected adult population. The course focuses on diagnosis and treatment of risk behaviors which influence health and on symptoms and functional problems experienced by patients and their families experiencing complex physical illness. The course is taken concurrently with NURS 509D.

Prerequisites: Concurrent with Nurs509D Practicum in the Diagnosis and Treatment of Symptoms and Functional Problems in Adults II

NURS527 REFLECTIVE CLINICAL NURSE SPECIALIST PRACTICE

4-6 credits

Course Description: 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.

NURS531 ETHICAL DECISIONS IN HEALTH CARE MANAGEMENT

3 credits

Course Description: Health care leaders and managers are faced with economic and competitive pressures, challenges that accompany expanding technology, and demands for care that exceeds available resources. This course focuses on ethical decision-making and is designed to

assist in identifying, analyzing, and making decisions about the ethical problems and issues created by these and other contextual factors. In particular, students examine the constituencies to which leaders are accountable, the need to be responsive to differing values and competing conceptions of desired outcomes in situations that may or may not be characterized by common language and experience and equally share the power.

NURS532 STRATEGIES FOR INNOVATION AND CHANGE

3 credits

Course Description: This course focuses on the use of contextually relevant change strategies to foster and support innovation in nursing. Particular attention is given to the theoretical and empirical underpinnings of innovation and the influences of contextual variables on the development and implementation of nursing innovations. Students consider the use of appropriate change strategies to bring about and manage change in dynamic practice environments.

NURS535A PRINCIPLES AND PRACTICE OF COMMUNITY HEALTH NURSING I

3 credits

Course Description: This two course sequence will prepare the graduate nursing student to effectively practice in a variety of community-based and public health agencies to improve the health of underserved populations. The first course in the sequence is organized to develop the three core functions (assessment, policy development and assurance) of public health agencies and the ten essential skills of public health professionals.

Specifically, graduate nursing students will develop the skills necessary to conduct community assessments, organize and plan community-based programs, develop and implement population-based intervention and evaluation strategies, articulate the role of nurses as leaders in public health practice, and participate in the development of health policy. The second course in the sequence will synthesize and apply the knowledge and essential skills developed in the first course to a current public health issue through collaboration with a community-based or public health agency.

NURS535B PRINCIPLES AND PRACTICE OF COMMUNITY HEALTH NURSING II

3 credits

Course Description: This two course sequence will prepare the graduate nursing student to effectively practice in a variety of community-based and public health agencies to improve the health of underserved populations. The first course in the sequence is organized to develop the three core functions (assessment, policy development and assurance) of public health agencies and the ten essential skills of public health professionals. Specifically, graduate nursing students will develop the skills necessary to conduct community assessments, organize and plan community-based programs, develop and implement population-based intervention and evaluation strategies, articulate the role of nurses as leaders in public health practice, and participate in the development of health policy. The second course in the sequence will synthesize and apply the knowledge and essential skills developed in

the first course to a current public health issue through collaboration with a community-based or public health agency.

NURS538 FINANCE AND BUDGETING FOR NURSING & HEALTH CARE SYSTEMS

3 credits

Course Description: The course examines the development, implementation and management of financial and other resources in health services organizations. Nursing's role in productivity improvement, budgeting models, use of monitoring systems, and the impact of reimbursement systems and managed care on resource allocation are examined. Fiscal strategies for the nurse entrepreneur are also discussed.

NURS544C IMPLICATIONS OF GROWTH AND DEVELOPMENT ON HEALTH PROMOTION IN THE FAMILY: INFANCY THROUGH ADOLESCENCE

3 credits

Course Description: This course will build on the student's undergraduate background in growth and development for infants, toddlers, preschoolers, school-age children and adolescents. It is expected that the student is familiar with the basic developmentalists and their theories. This course will refine and advance that knowledge and apply it to clinical practice with children, adolescents and their families. Physical, psychological, linguistic, cognitive, emotional and moral principles of growth and development will be studied and applied to nursing practice with and adolescents.

Prerequisites: Graduate standing or permission of instructor.

NURS545 CHILD, ADOLESCENT AND FAMILY

ILLNESS AND LOSS

3 credits

Course Description: This course will include selected theoretical, research and clinical literature for (1) care of children, adolescents and families experiencing acute/chronic physical/mental illness, and (2) grief and bereavement in children, adolescents and families. This course will build on previous knowledge about growth and development, health promotion, and psychosocial and cultural theories about illness and death. Selected models and strategies for assessment and intervention will be addressed. Early intervention and referral strategies will be explored.

Prerequisites: NURS544C Implications of Growth and Development on Health Promotion in the Family: Infancy through Adolescent (may be concurrent), or permission of instructor.

NURS547 ADDICTIONS ACROSS THE LIFESPAN

2 credits

Course Description: This course will focus on selected theoretical, research and clinical literature for understanding the clinical phenomena of addictive processes in individuals and families. Attention will be paid to ethical and cultural considerations and communications about these sensitive issues. This course is to be taken concurrently with N507 Special Topics in the student's specialty. In the Special Topics course, emphasis will be on the clinical considerations for the specialty population, such as (a) age-related specifics for development and trajectory of substance abuse and other addictions, clinical assessment, and strategies for early intervention and referral; b) health implications of substance

abuse in relation to comorbid conditions; or c) diagnostic/dual diagnostic implications.

NURS551 NORMAL AGING: ADVANCED CLINICAL AND RESEARCH ISSUES

3 credits

Course Description: This course focuses on the physiological, psychological, social, and functional changes of normal aging. Assessment of these changes will be discussed. Research and theory related to nursing management of selected aspects of normal aging, including environmental assessment, will be examined. Strategies to enhance healthy aging will be explored.

NURS552 UNDERSTANDING AND INTERVENING IN COMMON MENTAL HEALTH PROBLEMS OF ELDERS

3 credits

Course Description: 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: Permission of instructor

NURS553 INTERDISCIPLINARY CARE OF ACUTELY ILL OLDER PEOPLE

2-4 credits

Course Description: This course examines the purpose and function of an interdisciplinary team in the care of hospitalized acutely ill older people. The following perspectives receive emphasis: the role of individual team members (including the nurse), processes of collaboration and consultation with team members, and group process.

Prerequisites: Permission of instructor

NURS554 GERONTOLOGICAL MEDICATION ISSUES

1 credits

Course Description: This course focuses on issues regarding medication use by elders. These issues include age-related aspects of medication self-management and the use of over-the-counter and herbal/alternative preparations concurrently with prescription medications. Emphasis will be placed on strategies, frameworks, and approaches to nursing management of these issues.

Prerequisites: Permission of instructor

NURS555 NURSING MANAGEMENT OF COMMON PHYSICAL PROBLEMS OF ELDERS

3 credits

Course Description: This course focuses on nursing assessment and management of common physical problems of elders, such as falls, pain, incontinence, adverse consequences of medications and inadequate nutrition, and impaired wound healing.

NURS571A ASSESSMENT, DIAGNOSIS AND TREATMENT IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING: PART I

3 credits

Course Description: This course focuses on developmental neurobiology and psychology related to the development of mental disorders of childhood through young adulthood. The course examines the major nursing and psychiatric diagnostic systems, their interface, and their utility for advanced mental health nursing. Emphasis is placed on assessment, clinical decision making and treatment planning using standardized measurement tools, established treatment guidelines and outcome research. This course includes cultural and research perspectives that transcend diagnostic systems, are appropriate to different cultural and ethnic groups, guide evidence-based practice, and respond to standards in advanced nursing practice and mental health community systems.

NURS571B ASSESSMENT, DIAGNOSIS AND TREATMENT IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING: PART II

3 credits

Course Description: This course focuses on the neurobiology, psychology, environment, epidemiology, diagnosis and treatment of major psychiatric illnesses of adulthood including the older adult. The major psychiatric diagnostic taxonomy is used throughout the course. Emphasis is placed on the use of standardized diagnostic interview schedules, standardized measurement tools, treatment algorithms and formal treatment guidelines, evidenced-based treatments, and ongoing research in the field. Assessment, diagnosis, treatment planning, evaluation, documentation, and collaboration are major components of the course. This course includes cultural and

research perspectives that transcend diagnostic systems, are appropriate to various heterogeneous populations, guide evidence-based practice, and are in keeping with advanced practice mental health nursing and mental health community systems.

NURS572A INTERVENTIONS IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING

3 credits

Course Description: This course focuses on intervention strategies for individuals across the life span. Theory, research and practice guidelines for selected strategies that can be used across diagnoses and settings will be examined. Clinical skills in the formulation of treatment plans will be a focus of the course. Clinical skills in the use of cognitive-behavioral therapy for adults will be emphasized. For children and adolescents, individual, parent, family and behavioral techniques consistent with attachment theory will be emphasized. An introduction to case management of severe and persistent mental health problems across the life span will be included.

NURS572B GROUP AND FAMILY THERAPY

3 credits

Course Description: This course focuses on intervention strategies for partners, families, and individuals in a group who are at risk for or who are experiencing dysfunction in their relationships and their lives. This course incorporates theory, research and practice relevant to group and family process, dynamics and intervention strategies that can be used in a wide range of clinical and professional settings. The course further builds

upon conceptual, research and experiential bases for group and family therapy.

NURS574 PSYCHOPHARMACOTHERAPEUTICS
4 credits

Course Description: This course examines the biological basis for pharmacotherapy in advanced psychiatric mental health nursing and principles of pharmacotherapeutic decision making. Additionally students will analyze the research and clinical evidence for prescribing medications based on target symptoms and practice interventions through clinical simulations.

NURS579 VIOLENCE IN THE FAMILY AND THE COMMUNITY

2 credits

Course Description: This course provides an overview of the dimensions of violence in the family and the community from a cultural, historical, legal, sociopsychological, epidemiological and health care perspectives. In addition, content focuses on clinical approaches to prevention, assessment, intervention, community interface, and follow-up. This course will involve direct contact with consumers and providers of community services for violence intervention.

NURS581 NURSE-MIDWIFERY MANAGEMENT OF THE INTRAPARTUM PERIOD

3 credits

Course Description: 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.

NURS582 MANAGEMENT OF THE NEWBORN
3 credits

Course Description: A critical analysis and application of current research, theory and knowledge relevant to the nurse-midwifery/nurse practitioner management of the neonate.

NURS583 PROFESSIONAL ISSUES IN NURSE-MIDWIFERY

1 credits

Course Description: This seminar course is designed to analyze and discuss the historical basis for nurse-midwifery, its professional organization and the political, professional and health delivery issues that influence nurse-midwifery practice.

NURS585 PRIMARY CARE FOR NURSE-MIDWIVES
4 credits

Course Description: 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.

NURS586 PSYCHOLOGICAL, CULTURAL, AND SOCIAL CONTEXT OF WOMEN'S HEALTH CARE

3 credits

Course Description: This course offers an opportunity to critically analyze research and theory describing current theoretical understanding of the psychological, cultural, and social context of pregnancy. This course will highlight literature linking psychological, contextual, and social variables to birth outcomes and factors that facilitate or deter early parenting experiences. Students to describe experiences of childbearing women and their families will use research assessment tool exemplifying the featured theoretical frameworks.

Prerequisites: Permission of instructor.

NURS587 ANTEPARTUM AND POSTPARTUM MANAGEMENT

4 credits

Course Description: 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. Attention is given to acquiring a thorough understanding of normal processes, identifying issues defining populations at greatest risk for adverse outcomes, and management of selected complications. Specific health care needs and beliefs of culturally diverse populations are addressed.

Prerequisites: NURS517 Health Assessment, for Advanced Practice Nursing; NURS518 Reproductive Health Care Management; NURS586 Psychological, Social, and Cultural Context of Women's Health Care

NURS588 ADVANCED WOMEN'S HEALTH CARE

MANAGEMENT

2 credits

Course Description: This didactic course focuses on the management of more complex gynecologic health problems of women seen in ambulatory care settings.

Prerequisites: NURS518 Reproductive Health Care Management

NURS589 REPRODUCTIVE PHYSIOLOGY

1 credits

Course Description: This course is designed to provide nurse-midwifery and nurse practitioner students with the foundational physiological concepts necessary to make clinical decisions in the reproductive care of women. Content areas include menstrual, pregnancy, lactation and menopausal physiology as well as clinical genetics, embryology, and fetal development.

NURS592 ADVANCED PRIMARY CARE MANAGEMENT

3 credits

Course Description: 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 ANP, FNP, GNP, PNP, and WHCNP students.

**NURS593 ANTEPARTUM AND POSTPARTUM
MANAGEMENT FOR FNP'S**

2 credits

Course Description: This course will focus on the critical analysis of current theory, research and knowledge relevant to the primary management of childbearing families during the antepartum and postpartum periods. Particular attention is given to issues defining populations at greatest risk for adverse obstetrical outcome. Specific health care needs and beliefs of culturally diverse populations are addressed.

**NURS594A PEDIATRIC PRIMARY CARE
MANAGEMENT I**

2 credits

Course Description: This course focuses on health promotion and management of common health problems of infants through adolescents and their families. Physiologic, health behavior, developmental, family and psychological concepts and research appropriate to pediatric health care will be used to develop therapeutic plans of care for common health problems of children and their families. Diagnostic reasoning will be used to differentiate common problems. Required for FNP and PNP students.

**NURS594B PEDIATRIC PRIMARY CARE
MANAGEMENT II: COMMON HEALTH PROBLEMS**

2 credits

Course Description: This course focuses on management of common acute and chronic health problems of infants through adolescents and their families. Theories, research, and practice knowledge will be used to examine physiologic, health behavior, developmental, family, and psychological concepts appropriate to pediatric

primary care. Required for FNP and PNP students.

**NURS601A RESEARCH PRACTICUM WITH
INDIVIDUALS AND FAMILIES**

1-4 credits

Course Description: 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 risk assessment or intervention research, with individuals and/or families. The objectives are individualized to the project and student goals. This course may be repeated for credit. Prerequisites: Permission of instructor.

**NURS601B RESEARCH PRACTICUM IN
GERONTOLOGICAL NURSING**

1-4 credits

Course Description: 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 care of older people. This course may be repeated for credit. Prerequisites: Permission of instructor.

NURS603 DOCTORAL DISSERTATION

1-9 credits

Course Description: May be taken any term.

NURS605 READING AND CONFERENCE

TBA credits

**NURS607A SPECIAL TOPICS IN ADVANCED
QUALITATIVE RESEARCH METHODS: INTERPRETING
PHENOMENOLOGY**

3 credits

Course Description: This course is an introduction to interpretive phenomenology. We will briefly

explore philosophic foundations for interpretive phenomenology, examining the kinds of inquiry appropriate to this tradition. The emphasis is on the design of interpretive studies, sampling of participants and the production and interpretation of text and text-like materials such as written documents, transcribed interviews, narrative field notes. Depending on the interests of students, opportunities may also be provided for practice in text interpretation, for critique of interpretive proposals and reports, for preliminary development of the student's own proposal, for exploration of data management techniques (including computer software appropriate for interpretive phenomenology).

Prerequisites: NURS616 Qualitative Methods for Nursing Science or permission of instructor

NURS607B INFERENCE STATISTICS LAB
1 credits

NURS607C RESEARCH SEMINAR: INDIVIDUALS AND FAMILIES
1 credits

Course Description: This doctoral seminar focuses on conceptual and methodological issues that arise in the conduct of research focused on assessment and intervention with individuals and families at risk for or experiencing health disparities. One class session each quarter will be dedicated to a colloquium presented by researchers who study individuals and families with health disparities. Seminars will provide the opportunity for review and critique of research proposals.

NURS607D SPECIAL PROBLEMS IN THE NURSING CARE OF OLDER PEOPLE
3 credits

Course Description: This open number is used by faculty to teach courses in their area of specialty within gerontological nursing. Faculty teaching these courses will develop a syllabus that describes the specific topic of focus for the term. Examples of content are: Family-Based Illness Care, Nursing Strategies During Dying and Bereavement, Elder Abuse, Promotion of Healthy Aging, Managing Problematic Behaviors, Falls in the Elderly, Nursing Management of Incontinence, Environmental Strategies, and Exercising and Aging.

NURS607E ISSUES IN RESEARCH RELATED TO THE NURSING CARE OF OLDER PEOPLE
1-3 credits

Course Description: 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. Doctoral students in the Gerontological Nursing specialty are required to register for at least three quarters of this seminar during their program. The seminar is also open to students who are conducting research as part of their master's program. This course may be repeated for credit. Prerequisites: Admission to doctoral program in gerontological nursing or postdoctoral status.

NURS607G SPECIAL TOPICS IN ADVANCED QUALITATIVE RESEARCH METHODS: GROUNDED THEORY METHODS
3 credits

Course Description: This course in advanced qualitative methods is designed to include in-depth methodological information on development through analysis and interpretation of qualitative data.

Prerequisites: NURS616 Qualitative Methods for Nursing Sciences or qualitative methods experience

NURS607I SEMINAR ON THE TEACHING OF NURSING

1-2 credits

Course Description: This web-based course uses case studies from nursing and higher education as the focus for discussion of pedagogical practice and theory. Students must be concurrently enrolled in a teaching practicum or employed as faculty in a school of nursing. The discussion will be conducted via asynchronous conferencing. Students may contract with faculty for additional work for up to 2 credits.

Prerequisites: Concurrent enrollment in teaching practicum or faculty at school of nursing

NURS607J FORUM IN ADVANCED QUALITATIVE RESEARCH

1-2 credits

Course Description: This course provides a forum for students who are currently involved either in the development of a qualitative research proposal or in the collection and analysis of qualitative data. The emphasis of the course is on assisting students with various aspects of their own qualitative research; as the need arises, particular topics may be addressed, such as reliability and validity of qualitative data, interview techniques, data management techniques, etc.

NURS607K STRATEGIES FOR REVIEWING LITERATURE TO SUPPORT EVIDENCE-BASED RISK CRITERIA AND INTERVENTION

3 credits

Course Description: This course will focus on

information synthesis and meta-analysis to review literature in order to guide the development of risk criteria and intervention guidelines. This course, to be developed in collaboration with the core faculty for the T32, Research Training Program in Nursing Care for Older Populations, will be about strategies for reviewing literature. In addition to a shared core seminar on strategies for evidence-based literature review (2 credits), a separate specialty seminar (1 credit) will emphasize developing evidence-based risk criteria and synthesizing intervention effects.

NURS607N STRATEGIES FOR REVIEWING THE LITERATURE TO SUPPORT EVIDENCE-BASED PRACTICE AND RESEARCH

3 credits

Course Description: This course focuses on strategies, such as information synthesis and meta-analysis, to review literature to inform research and practice. The course is designed for doctoral students with the knowledge needed to synthesize the literature in order to enhance nursing research and the nursing.

NURS610A CONCEPTUALIZATION, DESIGN AND MEASUREMENT I

3 credits

Course Description: This course focuses on the processes supportive to developing research relevant to the practice and concerns of nursing and the operationalization of research. Alternative ways of framing complex nursing problems, the inter-relationship among philosophical, scientific and theoretical perspectives and technical aspects of research and ways in which the conduct and products of research might guide nursing practice and influence opportunities for health of people

are explored.

NURS610B CONCEPTUALIZATION, DESIGN AND MEASUREMENT II

3 credits

Course Description: This course focuses on the processes supportive to developing research relevant to the practice and concerns of nursing and the operationalization of research. Alternative ways of framing complex nursing problems, the inter-relationship among philosophical, scientific, and theoretical perspectives and technical aspects of research and ways in which the conduct and products of research might guide nursing practice and influence opportunities for health of people are explored.

Prerequisites: NURS610A Conceptualization, Design and Measurement I

NURS611A RESEARCH CRITIQUE I

1 credits

Course Description: 1 credit. The purpose of this course is to assist the student to further develop the analytic skills necessary to synthesize knowledge from multiple sources. Students will critique the extant research literature using verbal, written, and statistical methods.

NURS611B RESEARCH CRITIQUE II

1 credits

Course Description: The purpose of this course is to assist the student to further develop the analytic skills necessary to synthesize knowledge from multiple sources. Students will critique the extant research literature using verbal, written, and statistical methods.

Prerequisites: NURS611A Research Critique I

NURS612A NURSING AND PHILOSOPHY OF

SCIENCE

3 credits

Course Description: This course is the first 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.

NURS612B NURSING AND PHILOSOPHY OF SCIENCE

2 credits

Course Description: 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. Prerequisite: NURS 612A
Prerequisites: NURS612A Nursing and Philosophy of Science

NURS616 QUALITATIVE METHODS FOR NURSING SCIENCE

3 credits

Course Description: In this course qualitative methods, philosophical assumptions, and theoretical perspectives are introduced. Student experience will focus on data collection and data analysis using various qualitative approaches to research. Student research projects will be supplemented by addressing methodological

issues in this experiential course.

NURS617 INFERENCE STATISTICS

3 credits

Course Description: This course focuses on the principles underlying inferential statistics and the application of basic and intermediate inferential statistical procedures in nursing research. Interpretation of results based on these procedures is covered.

Prerequisites: Basic statistics

NURS619 HEALTH POLICY: THEORY AND RESEARCH

3 credits

Course Description: This seminar focuses on major concepts important to the field of health policy. Additionally, the relationships between policy development, and health and nursing are explored. Students will critically evaluate health policy proposals for substantiation by research findings. Students also will critically evaluate health and nursing research findings for implications for policy development.

NURS620 ETHICS IN THE CONDUCT OF RESEARCH

2 credits

Course Description: This course provides an overview of the ethically responsible conduct of research and covers the following issues: historical background to the issue of scientific integrity, negligence in science, environmental factors that promote quality science, and the prevention of misconduct. Specific topics include conflict of interest, responsible authorship, policies for handling misconduct, policies regarding the use of human and animal subjects, and data management.

Prerequisites: Doctoral or post-doctoral level

NURS621 ETHICS IN NURSING SCIENCE AND PRACTICE

3 credits

Course Description: This course focuses on ethics in health care as analyzed from a nursing perspective. The moral foundation of nursing is explored, including normative ethics theory and codes of ethics in nursing and medicine. The role of the nurse in leadership positions is examined with respect to collaboration with other disciplines in ethics research, ethics in health professions curricula, and ethics consultation on dilemmas in clinical practice.

NURS622A INTERPRETING ADVANCED STATISTICS: MULTIPLE REGRESSION

1 credits

Course Description: This course focuses on the interpretation of results from multiple regression analysis. Journal articles using multiple regression and statistical output of regression analyses are reviewed.

NURS622B INTERPRETING ADVANCED STATISTICS: ANALYSIS OF VARIANCE

1 credits

Course Description: This course focuses on the interpretation of results from analysis of variance. Journal articles using analysis of variance and statistical output of analyses of variance are reviewed.

NURS622C INTERPRETING ADVANCED STATISTICS: FACTOR ANALYSIS

1 credits

Course Description: This course focuses on the interpretation of results from factor analysis. Factor analysis and statistical output of factor analyses are reviewed.

NURS623A ADVANCED MEASUREMENT

2 credits

Course Description: This is the first course of a three quarter sequence focuses on analyzing the pretest data and preparing a report on the psychometric analysis. This course focuses on development and evaluation of measures from concepts relevant to the discipline of nursing. Instrument construction techniques, methods of data collection, and testing of the psychometric properties of instruments will be addressed.

NURS623B ADVANCED MEASUREMENT

2 credits

Course Description: This second course of a three quarter sequence focuses on analyzing the pretest data and preparing a report on the psychometric analysis.

NURS623C ADVANCED MEASUREMENT

2 credits

Course Description: This third course of a three quarter sequence focuses on analyzing the pretest data and preparing a report on the psychometric analysis.

**NURS624 SPECIAL TOPICS IN NURSING
EDUCATION**

3 credits

Course Description: This course is designed for graduate students interested in pursuing careers in academic settings. It is offered in conjunction with the Annual Northwest Education Institute, a week long series of workshops for nurse educators. Students will be expected to attend the Nursing Education Institute, and to participate in a seminar in which selected issues are explored in depth. The major focus will vary each year. Students may take up to 6 credits in

Specialty Topics. Students will be encouraged to enroll in teaching Practicum or Special Studies courses during the subsequent academic year to implement and have their teaching practice evaluated.

**NURS625 DESIGN AND ANALYSIS FOR NURSING
INTERVENTION STUDIES**

3 credits

Course Description: 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.

NURS626 THEORY CONSTRUCTION IN NURSING

3 credits

Course Description: This course focuses on broadening the theory base for nursing. The goals of the course are to engage students in a scholarly dialectic about the need for theory development in nursing and for students to become familiar with the various strategies and approaches available to construct theory. The advantages and disadvantages of selected strategies will be considered and their usefulness to nursing will be examined. Course activities include critiquing theories, examining strategies for theory construction, and generating theory using one of the strategies discussed.

**NURS627 OBSERVATIONAL METHODS IN NURSING
RESEARCH**

3 credits

Course Description: This course will provide an

introduction to systematic behavioral observation in nursing research. The conceptual basis for the design and conduct of observational studies and the analysis of observational data will be emphasized. Students will apply observational methods in the design, conduct, analysis, and reporting of a small observational study of choice.

NURS628 CRITICAL SOCIAL THEORY, POST-MODERNISM, AND FEMINIST ANALYSIS IN NURSING
3 credits

Course Description: This course focuses on recent applications of critical theory, post-modern, and feminist analysis in nursing. Students will explore a wide range of post-modern, feminist, and critical theoretical interests related to nursing practice, education and research. The role of dominant culture in molding current thinking will be explored. The course is structured using emancipatory teaching approaches emphasizing reflection, dialogue, and the inclusion of all voices.

NURS653 CONCEPT ANALYSIS AND MEASUREMENT OF RISK

3 credits

Course Description: The concepts of risk, vulnerability, resilience, and strength will be approached from a variety of perspectives. Conceptualizations will be examined for their implications in the study of individuals and families experiencing health disparities, as well as their utility for measurement or analysis in the conduct of nursing research.

Prerequisites: NURS612A and NURS612B
Nursing and Philosophy of Science

NURS654 RESEARCH METHODS FOR EXAMINING

HEALTH DISPARITY ACROSS INDIVIDUALS AND FAMILIES

3 credits

Course Description: 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.

NURS656 THEORETICAL PERSPECTIVES ON RESEARCH WITH INDIVIDUALS AND FAMILIES

3 credits

Course Description: 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.

**NURS657 EXPERIENCES IN HEALTH, ILLNESS, AND
DISPARITY**

3 credits

Course Description: This course focuses on strategies for a systematic review of literature and critical synthesis of existing knowledge on a given phenomenon. The goal of the synthesis is to provide the foundation for launching scientific work in health disparities across individuals and families. Analysis will include attention to theoretical assumptions, unit of analysis and its implications, contextual variables, cultural implications, and existing or emerging disparities, as well as contributions of other disciplines to the science. Attention will be given to bridging individual and family research.

**NURS709E PRACTICUM IN NURSE-MIDWIFERY
MANAGEMENT**

TBA credits

**NURS709I PRACTICUM IN WOMEN'S HEALTH
CARE**

TBA credits

Course Description: This practicum is designed to build upon management and clinical skills. The focus is to build increased efficiency and independence in more complex management situations with culturally diverse populations of women.

Faculty

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
ASHLAND CAMPUS						
Adams, V.	Assistant Professor	MSN BSN	Oregon Health Sciences University California State University, Fresno	Community Healthcare Systems Nursing	NCAST	U: Adult Health & Maternal child Fundamentals Reflective practice
Caffrey, R.	Professor	PhD MS Med BS	University of Oregon University of Oregon University of Minnesota St. Olaf College	Anthropology Anthropology Nursing Education Nursing		U: Mental health Research Health assessment
Cartwright, J.	Associate Professor	PhD MN BS	Oregon Health Sciences University University of California, LA San Diego State University	Gerontological Nursing Oncology Nursing Nursing		U: Health policy Gerontology
Christlieb, C.	Associate Professor	MSN BS	University of Nebraska University of Oregon Health Sciences Center	Community Health Nursing Nursing		U: Community health Reflective practice
Daniels, R.	Associate Professor	PhD MN BS	University of Texas, Austin University of San Diego University of Oregon School of Nursing	Nursing Adult Health and Education Nursing		U: Adult health & i Pathophysiology
Fine, S.	Instructor	PsyD MA BSN	Pepperdine University Lewis & Clark College Southern Oregon State College	Clinical Psychology Counseling Psychology Nursing	CNS	U: Mental health Fundamentals Clinical focus
Floyd, B.	Instructor	MS BS	University of Illinois, Medical Center University of California, Los Angeles	Nurse-Midwifery Nursing		U: Maternal child Leadership
Knotz, P.	Associate Professor	PhD MS BS	University of Texas at Austin University of Minnesota University of Minnesota	Community Health/ Parent Child Health Public Health Nursing Nursing		U: Community health Health assessment Reflective practice Fundamentals
Lagana, K.	Assistant Professor	PhD MS BS	University of California, S.F. University of California, S.F. University of Oregon Health Sciences Center	Nursing - Low Birthweight Prevention Perinatal nursing Nursing	CNS	U: Research Maternal child Ethics Reflective practice Family nursing
Lane, P.	Assistant Professor	MS BS	University of Rochester University of Oregon School of Nursing	Nursing Nursing	PNP, FNP	G: Advanced health assessment Primary care manag Family nurse practi
Markle, D.	Associate Professor	MSN BS	University of Utah University of Utah	Psycho-social Nursing Nursing Child Abuse, Family		U: Mental health Clinical decision making
Neander, W.	Assistant Professor	MN BSN BS	University of Alberta Arizona State University University of Wisconsin	Nursing Nursing Biochemistry		U: Maternal child Reflective practice
Nollenberger, K.	Instructor	MS BS	University of California, S.F. Humboldt State University	Adult Psychiatric/ Mental Health Nursing Nursing		U: Community health Mental health
Ross, A.	Instructor	MS BSN AS	University of California, S.F. University of San Francisco City College of San Francisco	Physiological Nursing and Physiology Nursing General sciences	CNS, ACLS	U: Pharmacology Adult health & illn Fundamentals Clinical focus
Sideras, S.	Instructor	MS BS BS	St. Louis University St. Louis University Willamette University	Cardiopulmonary Nursing Nursing Psychology and Political Science		U: Fundamentals Adult health & illn Clinical focus
Stewart, B. A.	Instructor	MS BSN ADN	University of Portland University of Portland Southern Oregon University	Adult Nursing Nursing	ANP	
Theis, S.	Professor	PhD MS BS	Northwestern University University of Colorado Ohio State University	Education Medical-surgical Nursing - Education Nursing		
Yie, N.	Clinical	MA	University of Washington	Nursing, Physiology	ACLS	U: Fundamentals

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
<u>KLAMATH FALLS CAMPUS</u>						
Campanella, H.	Instructor	MS BS	University of Phoenix Loma Linda University	Nursing Nursing		U: Clinical focus Adult health & illne Reflective practice
Craig, C.	Associate Professor	PhD MS BS BA AD	University of Colorado University of Alaska University of Alaska University of California Lane Community College	Nursing Nursing Nursing Cultural Anthropology Nursing	FNP	G: Primary care ma Evidence-based deci making Community health
Henzel, J.	Associate Professor	MS BS	University of Portland University of Oregon	Nursing Nursing		U: Adult health & i Health assessment Clinical focus
Rose, T.	Lecturer	BSN	Oregon Institute of Technology	Nursing		U: Mental healthC healthMaternal chil
Ross, T.	Assistant Professor	MS BSN AA	University of Arizona California State College, Bakersfield Pasadena City College	Medical-surgical Nursing Nursing		U: Gerontology Clinical focus Reflective practice Adult health & illne Fundamentals
Sexton, P.	Lecturer	BSN	Humboldt State College	Nursing		U: Clinical focus
Smith, L.	Assistant Professor	DSN MS BS AAS	University of Alabama at Birmingham University of Wisconsin-Milwaukee Alverno College Milwaukee Area Technical College	Nurse Policy Analyst/ Transcultural Nursing Community Health Nursing Nursing		U: Mental health Research Health policy G: Design, conduct analysis of populati research
<u>LA GRANDE CAMPUS</u>						
Bartell, T.	Instructor	MS BSN	Oregon Health Sciences University Oregon Health Sciences University	Primary Care Nursing Nursing	FNP	NP Student Health
Bowden, J.	Professor	PhD MPH BSN	Gonzaga University University of California, LA University of California, LA	Educational Leadership Maternal and Child Health Nursing		
Brown, V.	Instructor	MS BS AD	OHSU School of Nursing at LaGrande OHSU School of Nursing at LaGrande Chemeketa Community College	Primary Care Nursing Nursing Nursing	FNP	NP North Powder C
Dretke, K.	Instructor	MN BS	Oregon Health Sciences University Tulsa University	Primary Care Nursing Nursing	FNP	NP locum tenens
Elder, V.	Assistant Professor	MS BS	Oregon Health Sciences University Oregon Health Sciences University	Primary Care Nursing Nursing	FNP-AACN Oregon licensure	U: Introduction to Health assessment Clinical pharmacol Health policy Family nursing
Findholt, N.	Assistant Professor	MN BS	University of Washington University of Wisconsin	Community Mental Health Nursing		U: Community hea nursing Leadership and mar
Geraci, T.	Assistant Professor	MD BS	University of Cincinnati University of Washington	Zoology Medicine	MD	U: Family nursing
Gillis, C.	Instructor	MN BS	Oregon Health Sciences University Oregon Health Sciences University	Primary Care Nursing Nursing	FNP	NP locum tenens
Glasby-Peters, J.	Assistant Professor	MN BS	Oregon Health Sciences University Idaho State University	Adult NursingNursing	FNP-OSBN	U: Health assessme Gerontological nurs health & illness Family nursing
Hammar, D.	Instructor	MN BS	Oregon Health Sciences University Texas Woman's University	Primary Care Nursing Nursing		NP locum tenens

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Hasel, K.	Assistant Professor	MS BS	Oregon Health Sciences University Oregon Health Sciences University	Nursing		U: Pathophysiology Adult health & illn Research
Hill, C.	Lecturer	MS BS	Oregon Health & Science University Oregon Health Sciences University	Primary Care Nursing Nursing	FNP-ANCC Oregon licensure	U: Clinical focus Community health
Jones, K.	Assistant Professor	MD	University of Oregon Medical School			G: Family nurse pra
Leone, D.	Instructor	MN BS AD	OHSU School of Nursing OHSU School of Nursing Southern Oregon University	Primary Care Nursing Nursing Nursing	FNP-ANCC Oregon licensure	NP Ford Grant
Mahoney, M.	Lecturer	BS MS BA	Idaho State University Idaho State University Southern Oregon State College	Nursing Zoology Biology		U: Adult health & i Family uring
Mutch, J.	Lecturer	BS	Washington State University	Nursing		U: Mental health nt Family nursing
Peeples, S.	Instructor	MS BS	Case Western Reserve University Ohio State University	Nursing Nursing	FNP-ANA, AANP CNM-ACNM	G: Family nurse pra Womens health
Pfister-Minogue, K.	Assistant Professor	MS BS	Marquette University University of Wisconsin	Adult nursing Nursing	ANP	NP Student Health
Pike, M.	Assistant Professor	DHSc MPH MS BS Diploma	Loma Linda University Loma Linda University University of Maryland Columbia Union College Hinsdale Hospital School of Nursing	Medical-surgical Nursing Nursing	FNP-ANCC Oregon licensure	G: Family nurse pra Health assessment Health policy
Schlessman, H.	Instructor	MSN BSN	University of Missouri William Jewell College	Nursing	PNP	NP locum tenens
Schmidt, S.	Assistant Professor	PsyD MS BS	Chicago School of Professional Psychology University of Illinois Medical Center Northern Illinois University	Clinical Psychology Psychiatric Nursing Nursing	CS-ANCC PMHNP - OSBN CRADC- IAODAPCA	U: Mental health nt Ethics
Shaul, M.	Associate Professor	PhD MS BSN Dip	University of California, S.F. Boston University Boston College Memorial Hospital School of Nursing	Community Health; Women's Health; Chronic IllnessCommunity Health/ TeachingNursing	ANP-ANCC	U: Health assessmentResearch/ Evidence based deci making
Spangler, S.	Assistant Professor	MN BS	Oregon Health Sciences University at EOSC Ohio State University	Primary Ccare Nursing Nursing	FNP-ANNC Oregon licensure	U: Foundations for Health assessment Family nursing Clinical decision ma
Sullivan, E.	Assistant Professor	MS BS	Eastern Oregon State College Oregon Health Sciences University	Education Nursing		U: Adult health & i Family nursing
Upton, M.	Instructor	MS BS	University of Missouri - Columbia York College of Pennsylvania	Nursing	FNP	NP locum tenens
Vanica, A.	Lecturer	BS	Oregon Health Sciences University	Nursing		U: Community hea nursing Reflective practice
PORTLAND CAMPUS						
Archbold, P.	Professor	DNSc MS BSN	University of California, S.F. University of California, S.F. Columbia University	Nursing Science Nursing Nursing		G: Gerontology Res
Arenson, E.	Instructor	MN BS	Oregon Health Sciences University State University of New York	Nursing	GNP, ANP	G: Gero, Primary C Management, Heat Assessment
Baer, C.	Professor	PhD MS	Ohio State University Ohio State Universiv	Education - Curriculum and Media	FCCM, CCRN	U: Clinical Nursin Health Assessment.

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Bailey, S.	Instructor	MS BS	University of Portland University of Portland	Community Health Nursing Nursing		U: Community hea Leadership & mana
Beard, C.	Instructor	MS BA	Yale University Whitman College	Nurse-Midwifery Biology - Environmental Studies	CNM	G: Midwifery Clini Supervision
Beckett, A.	Assistant Professor	PhD MSN BS	Oregon Health Sciences University Catholic University of America Columbia Union College	Families in Health, Illness, and Transition Community Health Nursing Nursing		U: Mental Health, J Assessment G: Nursing Mgmt, Health, Therapy
Beeson, L.	Instructor	MS BS BS	Oregon State University Oregon Health Sciences University Oregon State University	Primary Care NursingNursingMathematics	FNP, ACLS	G: Primary Care Management, Healt Assessment, Midwif
Benolken, C.	Instructor	MS BS	Catholic University The College of St. Catherine	Psych Nursing Nursing		
Berger, W.	Instructor	MPH MS BS	Columbia University Columbia University Columbia University	Nurse-Midwifery Nursing	CNM, OB/GYN NP	G: Midwifery Clini Supervision
Bevan, L.	Assistant Professor	PhD MS BA	University of Arizona Iowa State University University of Arizona	Physiology Exercise Physiology Biology/chemistry		
Blake, S.	Instructor	MS BS BS	Columbia University Oregon Health Sciences University St. Francis College	Nurse midwifery Nursing Social Work	CNM	G: Midwifery Clini Supervision
Brown, K.	Instructor	MS BS	University of San Diego University of San Diego	Family nursing Nursing	FNP	U: Clinical Nursing & Legal Issues, Adu & Illness
Brown, M.	Professor	PhD MSN MA BSN	University of Colorado University of Colorado University of Colorado Marquette University	Anthropology Parent-child nursing Anthropology Nursing	PNP, CNM	U: Child/family
Bruns, R.	Instructor	MS BS BA	Oregon Health Sciences University Georgetown University Earlham College	Nurse- Midwifery Nursing Biology	CNM	G: Midwifery Clini Supervision
Burckhardt, C.	Professor	PhD MSN BSN Diploma	University of Colorado University of Colorado Loretto Heights College Chicago Wesley Memorial Hospital	Nursing Community health nursing Nursing	PMHNP	G: Mental Health, J Health Assessment
Burns, C.	Professor	PhD MN BS	University of Oregon Oregon Health Sciences University University of California at Los Angeles	Educational Psychology Family Nursing Nursing	CPNP	U: Health Assessme Primary Care Mana Health Assessment, Care
Butterworth, S.	Associate Professor	PhD MS BA	Virginia Commonwealth University Virginia Commonwealth University University of Richmond	Adult Education and Training Exercise Physiology Physical Education		G: Health behavior
Capuzzi, C.	Professor	PhD MSN BSN Diploma	Portland State University University of Texas, San Antonio Florida State University Jackson Memorial Hospital	Urban Studies Nursing Nursing		G: Policy Research Public health
Chickadonz, L.	Assistant Professor	MNBS	Oregon Health Sciences UniversityWichita State University	Nurse-MdwiferyNursing	CNM	G: Midwifery Clini Supervision
Cody, B.	Assistant Professor	PhD MA BA	University of Hawaii University of Hawaii, East/West Center Harvard University	History Asian Studies Far Eastern Languages		
Corson, D.	Assistant Professor	MS BS AS	Oregon Health Sciences University Oregon Health Sciences University Central Oregon Community College	Nurse-Midwifery Nursing Nursing	CNM	U: Clinical Nursing Health G: Midwifery Clini Supervision
Crabtree, K.	Professor	DNSc MS BS	University of California, S.F. University of Michigan University of Michigan		ANP	G: Primary Care Management, ANP Supervision, Pharm Research

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Dietrich, M.	Assistant Professor	MS BS BS	Oregon Health Sciences University University of Utah College of Idaho	Nurse-Midwifery Nursing Zoology	CNM	G: Midwifery Clinical Supervision
Dostal, M.	Instructor	MS BS AD	Oregon Health Sciences University University of Hawaii Kauai Community College	Primary Health Care Nursing Nursing	FNP, ANCC	G: Primary care
Duncan, M.	Associate Professor	PhD MS BS Diploma	Portland State University University of Oregon Fort Hays State College Marymount College	Urban Studies Nursing Education Nursing		U: Child/family
Eldredge, D.	Assistant Professor	PhD MS BS	University of Rochester University of Rhode Island University of Washington	Nursing Science Nursing Administration Nursing		G: Statistics Data tools Evidence based decision making
Erickson, R.	Associate Professor	PhD MS BS	University of Washington Wayne State University University of Arizona	Nursing Science Nursing Nursing		U: Health assessment Adult health & illness G: CNS
Feltzin, J.	Instructor	MS BS AD	Oregon Health Sciences University Southern Oregon State College Southern Oregon State College	Primary Care Nursing Nursing Nursing	CNM, FNP	G: Midwifery Clinical Supervision
Felver, L.	Associate Professor	PhD MA BSN BS	University of Washington University of Washington Eastern Washington University Ohio State University	Nursing Science Physiological Nursing Nursing Chemistry		U: Health assessment Pathophysiology Gerontology G: Pathophysiology Resontology
Flaherty-Robb, M.	Assistant Professor	MSN BSN	State University of New York at Buffalo Niagara University, New York	Community Mental Health Nursing Nursing		G: Policy in health Leadership & innovation
Gedaly-Duff, V.	Associate Professor	DNSc MN BSN Diploma	University of California, S.F. University of Washington University of Pennsylvania Albert Einstein Medical Center	Family health Nursing Maternal - Child Nursing Nursing		U: Child/family Clinical decision making G: Child/family Research
Genly, E.	Instructor	MS BA	Yale University Colgate University	Nurse-Midwifery French	CNM	G: Midwifery Clinical Supervision
Glass, N.	Assistant Professor	PhD MPH MSN BS	University of Maryland Johns Hopkins University Johns Hopkins University Johns Hopkins University	Nursing Public Health Community nursing Nursing		U & G: Community G: Epidemiology
Glenn, L.	Instructor	MN MPH BS	Oregon Health Sciences University University of North Carolina at Chapel Hill Central Missouri State College	Psych-Mental Health Nursing Maternal Child Health Nursing	PMHNP, CNM	G: Midwifery and V Management, Midw Clinical Supervision
Gordon-Zwerling, N.	Instructor	MS BSN	Boston College Indiana University	Nursing Nursing	CFNP	
Hagan, J.	Instructor	MN BSN	Oregon Health Sciences University University of Washington	Family nursing, Aging Family Nursing	CNS	U: Health assessment Gerontology
Hanson, S.	Professor	PhD MS MN Bed BS	University of Washington University of Pennsylvania University of Washington University of Alaska Pacific Lutheran University	Educational Psychology Child/ Family Mental Health Parent-child/ Family Education Education Nursing	PMHNP, ARNP, CFLE, LMFT	U: Health assessment Mental health nursing Child/family G: Research
Harmon, M.	Assistant Professor	MSN BA	Yale University Southern Connecticut State University	Maternal Newborn Nursing Psychology	CNM	G: Midwifery Clinical Supervision
Harrison-Hohner, J.	Assistant Professor	MS BS	Oregon Health Sciences University University of Oregon Health Sciences Center	Primary Care Nursing Nursing	WHCNP	G: WHC, WHC Management
Harvath, T.	Associate Professor	PhD MS BS	Oregon Health Sciences University Oregon Health Sciences University University of Wisconsin	Gerontological Nursing Aging Family Nursing Nursing	CNS	U & G: Gerontology G: Research
Hassouneh-	Assistant	PhD	Oregon Health Sciences University	Family Nursing Community	ANP	G: Pharmacology, I

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Hayden, C.	Assistant Professor	MA BA	California State University, Northridge California State University, Long Beach	English English		U: Leadership; G: Innovation & ch
Hazel-Georgetta, S.	Instructor	MN BS	Oregon Health Sciences University Oregon Health Sciences University	Family/mental Health Nursing Nursing	PMHNP	U: Health assessme
Heims, M.	Associate Professor	EdD MS BS	Portland State University University of Arizona University of Oregon Health Sciences Center	Educational Leadership and Post-secondary Education Child Health Nursing Nursing		U: Child/family G: Nursing educati
Hellings, P.	Professor	PhD MN BS	University of Oregon University of California, L.A. University of California, L.A.	Educational Psychology Child-psychiatric Nursing Nursing	PNP	U: Reflective Nursi G: NP & MH Prof Issues, Management Newborn
Hersh, S.	Instructor	MS BS	University of Illinois at Chicago University of Illinois at Chicago	Nursing	CNM	G: Midwifery Clini Supervision
Hiatt, S.	Research Associate	MS MPH BS BS	Oregon Health Sciences University Oregon Health Sciences University Oregon Health Sciences University University of Oregon	Nursing Epidemiology and Biostatistics Nursing Mathematics		G: Epidemiology su
Hill, K.	Instructor	MS BS	Oregon Health Sciences University Rhode Island College	Primary Care Nursing Nursing	WHNP	G: WHC Manager
Hoeffler, B.	Professor	DNSc MS BS	University of California, S.F. Rutgers University University of Washington	Nursing Science Advanced Psychiatric Nursing Nursing	CS-Adult Psych, ANCC	
Houck, G.	Professor	PhD MN BS	University of Washington University of Oregon Health Sciences Center University of Washington	Nursing Science Psych-mental Health Nursing Nursing	PMHNP	U & G: Child/fami G: Research
Howe, C.	Professor	DNSc MS BS	University of California, S.F. Yale University Texas Women's University	Nursing science Nurse-Midwifery Nursing	CNM	G: Midwifery and V Management, Profe Issues, Midwifery C Supervision
Imle, M.	Associate Professor	PhD MS BS	University of Arizona University of Colorado Health Sciences Center Texas Christian University	Clinical Nursing Maternal- newborn Nursing Nursing		U: Health assessme Research Child/fami Research
Jessup, J.	Instructor	MPH BS	Oregon State University Oregon Health Sciences University	Medical Anthropology and Health Education Nursing		U: Community hea
Jester, P.	Instructor	MN BS	Oregon Health Sciences University University of Oregon	Nursing Nursing	RNC NAACOG	U: Child/family Community
Jones, K.	Assistant Professor	PhD MN BS	Oregon Health Sciences University Emory University University of Tennessee	Families in Health, Illness & Transition Family Nursing Nursing	FNP	G: Health promoti Health Assessment, Primary Care Mana Pharmacology, Con Health
Jones, S.	Assistant Professor	MS BS	University of Minnesota University of California, S.F.	Public Health Nursing, Teaching Nursing	COHN-S	U: Community hea Environmental heal
Kaiser, A.	Instructor	MS MSW BA AA	Oregon Health Sciences University University of California at Berkeley San Jose State University Evergreen Valley College	Psych-mental Health Nursing Child & Adolescent Direct Services Psychology Nursing	PMHNP	G: Mental Health, Addiction
Kendall, J.	Professor	PhD MS BS AD	Georgia State University Georgia State University Georgia State University Georgia State University	Family and Community Nursing Mental Health Nursing Nursing Nursing	PMHNP CNS (child & adolescent)	G: Child/family Research Mental health
Kodadek, S.	Professor	PhD MS BS	University of Illinois at Chicago University of Colorado College of Saint Teresa	Nursing Science Maternal-child Nursing Nursing		U & G: Child/fami G: Research Concept analysis/ measurement of risk

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Laraia, M.	Associate Professor	PhD MS BS	University of South Carolina University of Virginia D'Youville College	Public Health Psych-mental Health Nursing Nursing	FMHNP	U: Mental Health G: Mental Health
Lasater, K.	Assistant Professor	MS BS	University of California, S.F. University of Oregon School of Nursing	Community Health Nursing Nursing		U: Community Policy
Lee-Lin, F.	Instructor	MN BS	University of California, L.A. San Jose State University	Oncology Nursing Nursing	ACLS provider BCLS instructor CNS	U: Adult health & i
Limandri, B.	Associate Professor	DNSc MS BS	University of California, S.F. Catholic University of America Medical College of Virginia	Nursing Science Psych-mental Health Nursing Nursing	PMHNP	G: Mental Health, Community Health Psychopharmacology
Lindauer, A.	Senior Research Assistant	MS BS	University of California, S.F. University of San Francisco	Community Health Nursing Nursing	FNP	U: Health assessme
Lowe, N.	Professor	PhD MS BS	University of Illinois at Chicago Northern Illinois University Wheaton College	Nursing Science Parent-child Nursing Nursing	CNM	G: Research, Midw
Malby, P.	Assistant Professor	MS AD	Case Western Reserve University Southern Oregon State College	Nursing Nursing	CNM	G: Midwifery and V Management, Midw Clinical Supervision
McFarland, M.	Professor	EdD MS BS Diploma	Portland State University University of Pennsylvania Boston College Massachusetts General Hospital	Education Med/Surg Nursing Nursing		Clinical Immersion
McKenzie, D.	Professor	PhD MS BS	Portland State University University of California, S.F. Seattle University	Urban studies Community health nursing Nursing		G: Public health nu Community Research Policy
McLean, N.	Instructor	MSN BA	Yale University Oberlin College	Maternal-newborn Nursing Biology	CNM	G: Midwifery Clin Supervision
McLellan, B.	Instructor	MS BS	Oregon Health Sciences University University of Southern Maine	Nurse-Midwifery Nursing	CNM	
McNeil, P.	Assistant Professor	MS BS	Oregon Health Sciences University University of Oregon School of Nursing	Nursing Administration Nursing		
Menkens, R.	Instructor	MS BSN ADN	Oregon Health Sciences University Southern Oregon State College Southwestern Oregon Community College	Community Health Nursing Nursing Nursing		G: Policy in health
Messecar, D.	Associate Professor	PhD MS MPH BSN	Oregon Health Sciences University University of Portland Oregon Health Sciences University University of Colorado	Nursing Adult Nursing Epidemiology and Biostatistics Nursing	CNS	U: Clinical decision G: Statistics Research Gerontology
Meyer, L.	Assistant Professor	MS BS AD	University of Nebraska University of Nebraska College of St. Mary	Adult Critical Care Nursing Nursing	CCRN	U: Clinical Nursing Arrhythmias
Miller, L.	Associate Professor	PhD MN BSN Diploma	Oregon Health Sciences University Oregon Health Sciences University Walla Walla College Emanuel Hospital School of Nursing	Gerontological nursing Gerontological nursing Nursing	CNS	G: Gerontology Research
Moore, M.	Instructor	MN BS	Oregon Health Sciences University Oregon Health Sciences University	Psych-mental Health Nursing Nursing	PMHNP	U: Mental Health, C Nursing
Nail, L.	Professor	PhD MS BS	University of Rochester University of Rochester University of Rochester	Nursing Medical Surgical Nursing Nursing		G: Advanced meas
Napolitano, M.	Associate Professor	PhD MA BS BS	Oregon Health Sciences University University of Washington Baylor University Louisiana State University	Nursing - Health Protective Behavior Transcultural Nursing Nursing Zoology	FNP	G: Primary Care Management, Health Assessment, Researc Supervision

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Nielsen, A.	Instructor	MN BS	Washington State University Oregon Health Sciences University	Nursing Nursing		U: Child/family Community
O'Meara, K.	Assistant Professor	PhD MS MPA BS AD	Oregon Health Sciences University Oregon Health Sciences University Portland State University Oregon Health Sciences University Mt. Hood Community College	Nursing Informatics Community Health Nursing Public Administration Nursing Nursing		
Owen-Williams, E.	Instructor	MN BS	University of Washington Washington State University	Nursing	CNM, FNP	G: Midwifery Clini Supervision
Patterson, P.	Associate Professor	PhD MA BSN	Portland State University University of Washington Cornell University	Urban Studies Nursing Administration Nursing		U: Community G: Gero research D
Pentecost, C.	Instructor	MS BS	Oregon Health & Science University Mary College	Adult Health & Illness Nursing	CNS	U: Adult health & i
Perrin, N.	Professor	PhD MA BA	Ohio State University Ohio State University University of California, L.A.	Quantitative Psychology Quantitative Psychology Quantitative Psychology		G: Research
Porter, S.	Associate Professor	PhD MS MPH BS	Portland State University University of Hawaii University of Hawaii University of Oregon School of Nursing	Urban Studies Psychiatric-mental Health Nursing Maternal and Child Health Nursing	PMHNP N, BC	G: Psych-mental he
Press, N.	Associate Professor	PhD MA	Duke University Hunter College, CUNY	Cultural Anthropology (Genetics)		Research
Rader, J.	Associate Professor	MN BS	Oregon Health Sciences University University of Maryland	Psych-Mental Health Nursing Nursing	PMHNP	U: Health assessme Gerontology
Ray, L.	Assistant Professor	PhD MA BS	University of California, L.A. University of Washington University of California, S.F.	Management Physiology and Biophysics Nursing		U: Leadership; G: Ethics in manag
Robrecht, L.	Associate Professor	DNSc MS BS	University of California, S.F. University of California, S.F. University of San Francisco	Nursing Family Health Care Nursing Nursing	WHCNP, CNM	G: Research, Divers Ethics
Rosenfeld, A.	Associate Professor	PhD MS BSN	Oregon Health Sciences University University of Arizona College of Mount St. Joseph	Nursing Medical surgical nursing Nursing	CNS	G: Adult health & i G: CNS Research
Ryan, R.	Assistant Professor	MN BS	Oregon Health Sciences University University of Oregon Health Sciences Center	Psych-mental Health Nursing Nursing	PMHNP	U: Mental Health, I Assessment, Reflecti Nursing G: Mental Health, 7
Salveson, C.	Associate Professor	PhD MS AD MS BA	Oregon Health Sciences University Oregon Health Sciences University University of Albuquerque University of New Mexico University of New Mexico	Nursing Nursing Nursing Health education Secondary education		U: Community hea and leadership
Schlick, R.	Lecturer	MS BA	Portland State University Marilyn University	Communication Studies Communication Studies		
Schuman, T.	Research Associate	MS BS Diploma	Oregon Health Sciences University Linfield College Good Samaritan School of Nursing	Adult Health and Illness Nursing Nursing		
Schwartz, A.	Associate Professor	PhD MS MS BS BS	University of Utah Arizona State University Florida State University University of Florida University of Florida	Nursing - Oncology Community / family Nursing Health Education Nursing Exercise Science	CFNP, ARNP, APRN	Research
Soule, I.	Instructor	MN BS	Oregon Health Sciences University Walla Walla College	Family Nursing Nursing	NNP	U: Health assessme Child/familyComm health
Stewart, B. J.	Professor	PhD MS BS	Purdue University Purdue University Purdue University	Psychology - Measurement Psychology Psychology		G: Statistics Design & analysis

NAME	RANK	DEGREES	GRANTING INSTITUTIONS	MAJOR, TRACK, or FOCAL AREA OF DEGREE	ADVANCED CERT.	TEACHING AI 1999-200
Sullivan, N.	Assistant Professor	MS BS MA BA	Columbia University Cornell University University of Texas at Austin University of Pennsylvania	Nurse-Midwifery Nursing American Literature English Literature	CNM, ANP	G: Midwifery and V Management, New Management, Prim: Management, Midw Clinical Supervision
Tadesse, R.	Instructor	MS AD	Oregon Health Sciences University Portland Community College	Gerontological Nursing Nursing		U: Health assessment Adult health & illn Gerontology
Talerico, K.	Assistant Professor	PhD MSN BS	University of Pennsylvania University of Pennsylvania University of Scranton	Geropsychiatric Nursing Psych-mental Health Nursing Nursing	CNS/PMH	G: Statistics Research Gerontology
Tanner, C.	Professor	PhD MS BS	University of Colorado University of California, S.F. University of Northern Colorado	Educational psychology Medical-surgical nursing Nursing		
Tilden, V.	Professor	DNSc MS BS	University of California, S.F. University of California, S.F. Georgetown University	Nursing science Psychiatric nursing Nursing	PMHNP	
Topham, D.	Assistant Professor	PhD MS BSN	University of Texas at Austin Texas Women's University Wichita State University	Educational Administration Critical Care and Adult Nursing Nursing	ACRN, CNS	U: Adult health & i G: Adult health & i CNS
Tyler, M.	Instructor	MS BS	Oregon Health Sciences University University of Oregon Health Sciences Center	Family Nursing Nursing	NNP	U: Child/family
Westfall, U.	Professor	PhD MSN BS	University of Washington Catholic University of America University of Oregon School of Nursing	Nursing Science Cardiovascular Nursing Nursing		U: Health assessment Pharmacology Adult health & illne G: Research Gerontology
Wheeler, L.	Associate Professor	EdD MN BS Diploma	Highland University University of Washington University of Washington Queen of Angels Hospital, L.A.	Nursing Nursing	CNM	G: Midwifery Clini Supervision, Midwi WHC Management
Winters, K.	Assistant Professor	PhD MS BS	Oregon State University University of California at Davis University of California at Davis	Exercise Physiology Exercise Science Physical Education		Research

Campus Maps

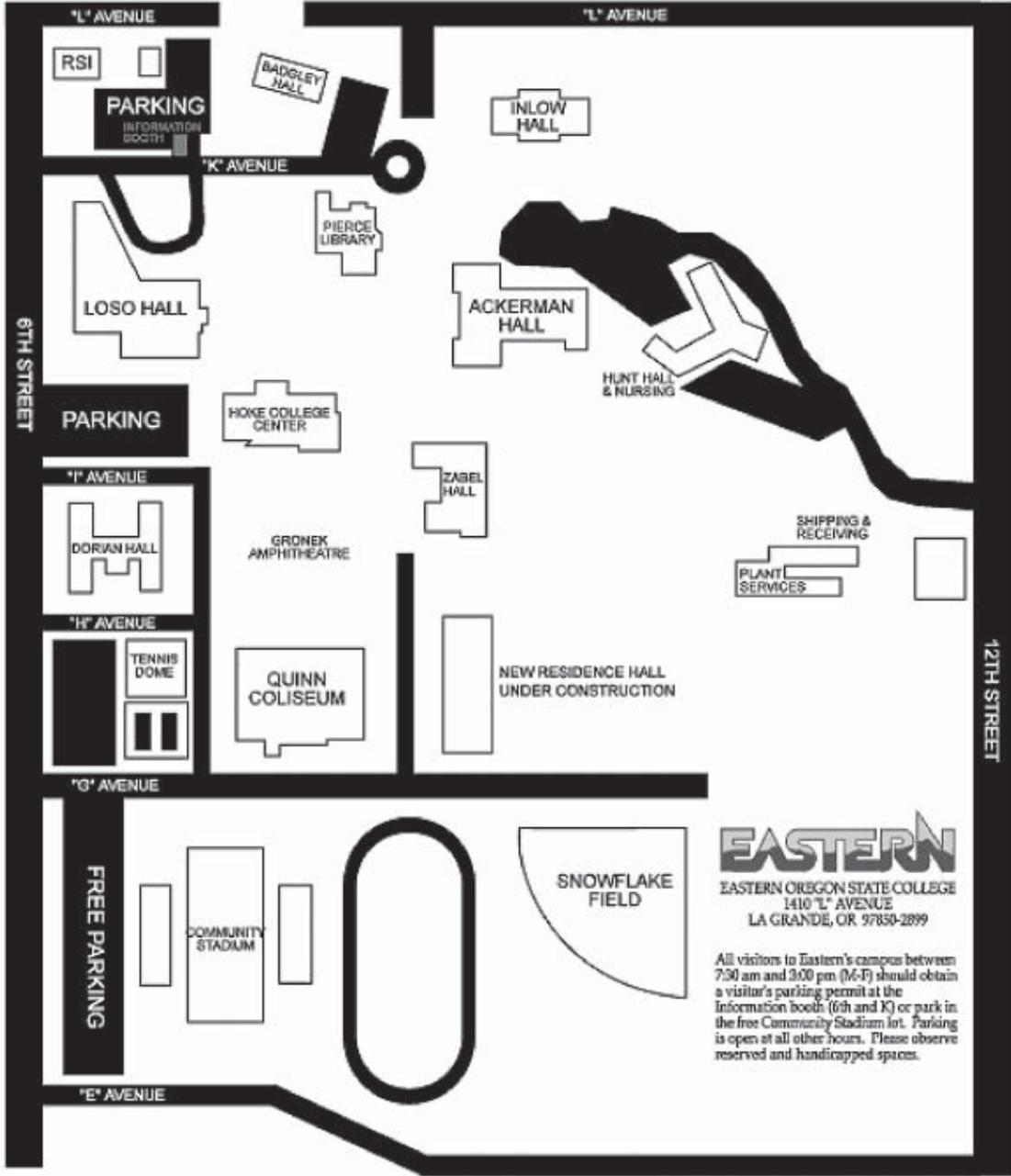
ASHLAND CAMPUS



KLAMATH FALLS CAMPUS



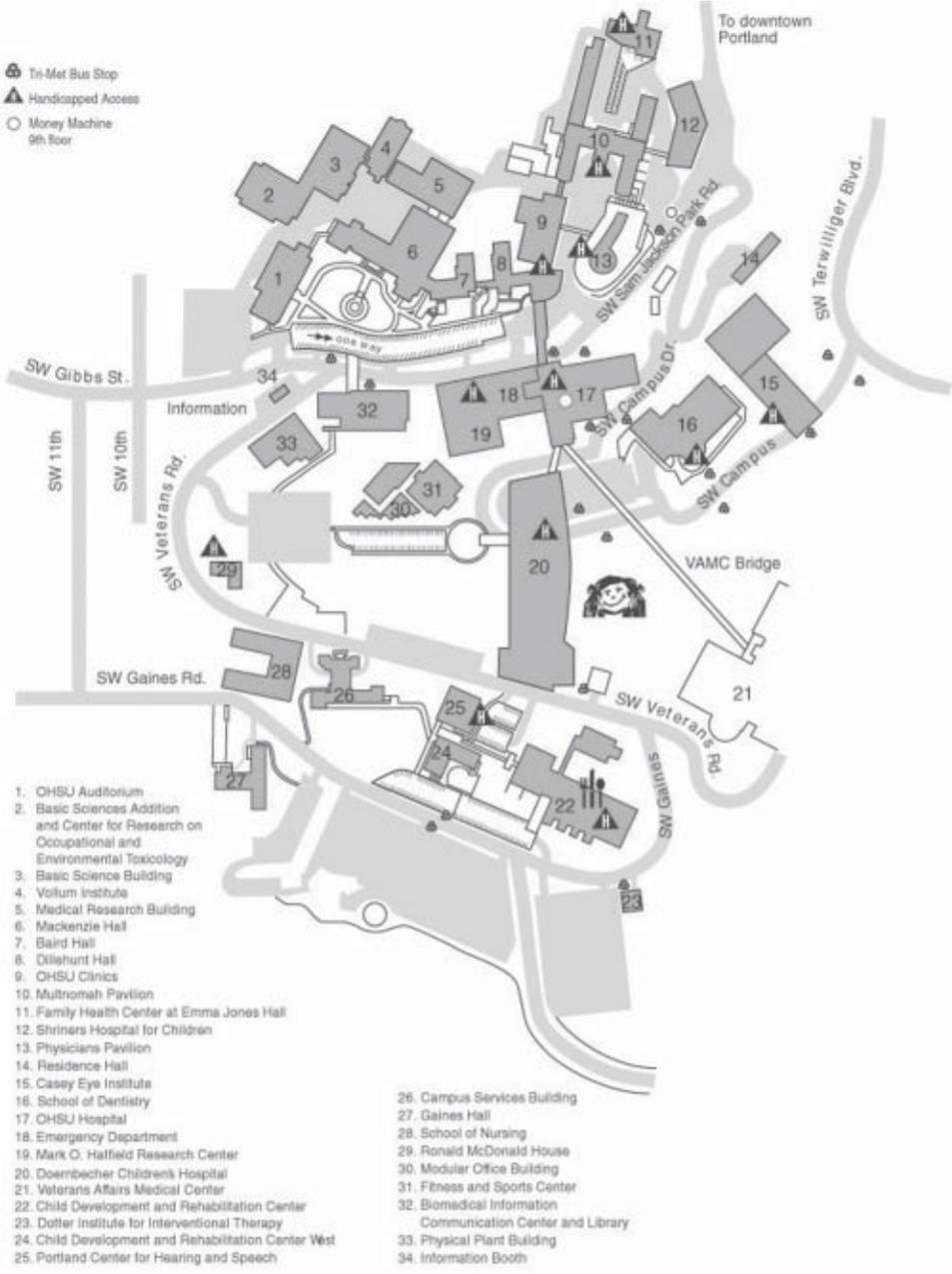
LAGRANDE CAMPUS



EASTERN
 EASTERN OREGON STATE COLLEGE
 1410 L^A AVENUE
 LA GRANDE, OR 97850-2899

All visitors to Eastern's campus between 7:30 am and 3:00 pm (M-F) should obtain a visitor's parking permit at the information booth (6th and K) or park in the free Community Stadium lot. Parking is open at all other hours. Please observe reserved and handicapped spaces.

PORTLAND CAMPUS



***Addendum to page 36. For Innovative Leadership and Management in Gerontological Nursing program of study, see page 36.**

INNOVATIVE LEADERSHIP AND MANAGEMENT IN NURSING

The Innovative Leadership and Management in Nursing specialty prepares students to manage and lead organization’s nursing mission. The specialty emphasizes skills students need now and in the future of the health care industry. Coursework includes both the practical and theoretical application of the health care principles in three areas:

- An advanced practice core in which students explore issues of diversity, health care policy and applied research
- A population-based tier where students acquire the skills needed to develop and administer health care programs for patient groups
- A management tier that teaches advanced leadership skills and allows students to tailor the program to their interests and needs

PROGRAM OF STUDY

<i>COURSES</i>	<i>CREDITS</i>
NURS 509A Practicum for Population-Based Health Management in leadership and management	6
NURS 516A Data Tools for Managing the Health of Populations	3
NURS 516B Systems Process for Managing the Health of Populations	3
NURS 516C Interpersonal Influences on Managing the Health Populations	3

NURS 531 Ethical Decisions in Health Care Management	3
NURS 532 Strategies for Innovation and Change	3
Specialty Courses (Non-OHSU)	9
Core Credits:	15
Required Courses:	30
Total Credits:	45

*** Addendum to course descriptions.**

NURS 368 INTRODUCTION TO CLINICAL NURSING
3 credits

Course Description: 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.

NURS 369 INTRODUCTION TO CLINIC NURSING: PRACTICUM
3 credits

Course Description: 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.

***Addendum for revised undergraduate program of study information for: Bachelor's Program, Accelerated Bachelor's Program and Graduate Entry programs.**

**SAMPLE – PROPOSED UPPER DIVISION NURSING MAJOR—
PROGRAM FOR STUDENTS ENTERING SUMMER 2003**

Junior Year	Credits
Foundations for Nursing Practice (NURS 370)	2
Health Assessment (NURS 360)	3
Health Promotion (NURS 362)	3
Health Assessment & Health Promotion Practicum (NURS361)	2
Introduction to Clinical Nursing (NURS 368)	3
Introduction to Clinical Nursing Practicum (NURS 369)	5
Pathophysiological Process: A Foundation for Nursing Practice (NURS 372)	3
Clinical Pharmacology Series (NURS 374A—NURS 374E)	6
Chronic Illness (NURS 364)	3
End of Life Care (NURS 366)	3
Family Nursing (NURS 380)	3
Nursing Care of Adults with Physiological Alterations (NURS 384)	4
Nursing Care of Adults with Physiological Alterations Practicum (NURS 385)	6
Nursing Care of Families During Health and Illness (NURS 386)	4
Nursing Care of Families During Health and Illness Practicum (NURS 387)	6
TOTAL	56
Senior Year	
Clinical Focus (NURS 471)	5-7
Leadership and Management in Nursing (NURS 472)	3
Ethics in Nursing (NURS 476)	3
Health Policy in Nursing (NURS 474)	3
Mental Health Nursing (NURS 484)	4
Mental Health Nursing Practicum (NURS 485)	5
Community Health Nursing (NURS 486)	4
Community Health Nursing Practicum (NURS 487)	5
Reflective Practice Practicum (NURS 489)	9
TOTAL	41-43
<i>Updated 6/18/03</i>	

**SAMPLE – PROPOSED UPPER DIVISION NURSING MAJOR—
PROGRAM OF STUDY FOR ACCELERATED BACCALAUREATE PROGRAM -
STUDENTS ENTERING SUMMER 2003**

	Credits
Foundations for Nursing Practice (NURS 370)	2
Health Assessment (NURS 360)	3
Health Promotion (NURS 362)	3
Health Assessment & Health Promotion Practicum (NURS361)	2
Introduction to Clinical Nursing (NURS 368)	3
Introduction to Clinical Nursing Practicum (NURS 369)	5
Pathophysiological Process: A Foundation for Nursing Practice (NURS 372)	3
Clinical Pharmacology Series (NURS 374A—NURS 374E)	6
Chronic Illness (NURS 364)	3
End of Life Care (NURS 366)	3
Family Nursing (NURS 380)	3
Nursing Care of Adults with Physiological Alterations (NURS 384)	4
Nursing Care of Adults with Physiological Alterations Practicum (NURS 385)	6
Nursing Care of Families During Health and Illness (NURS 386)	4
Nursing Care of Families During Health and Illness Practicum (NURS 387)	6
Leadership and Management in Nursing (NURS 472)	3
Ethics in Nursing (NURS 476)	3
Health Policy in Nursing (NURS 474)	3
Mental Health Nursing (NURS 484)	4
Community Health Nursing (NURS 486)	4
Community/Mental Health Practicum (NURS 491)	8
Clinical Focus (NURS 471)	5
Reflective Practice Practicum (NURS 489)	7
TOTAL	93

Updated 6/18/03

SAMPLE –PROGRAM OF STUDY FOR PRE-LICENSURE PORTION OF THE GRADUATE ENTRY PROGRAM - STUDENTS ENTERING SUMMER 2003

	Credits
Foundations for Nursing Practice (NURS 370)	2
Health Assessment (NURS 360)	3
Health Promotion (NURS 362)	3
Health Assessment & Health Promotion Practicum (NURS361)	2
Introduction to Clinical Nursing (NURS 368)	3
Introduction to Clinical Nursing Practicum (NURS 369)	5
Pathophysiological Process: A Foundation for Nursing Practice (NURS 372)	3
Clinical Pharmacology Series (NURS 374A—NURS 374E)	6
Chronic Illness (NURS 364)	3
End of Life Care (NURS 366)	3
Family Nursing (NURS 380)	3
Labor and Delivery Practicum (NURS 309C) <i>Required for Midwifery GE program only</i>	2
Nursing Care of Adults with Physiological Alterations (NURS 384)	4
Nursing Care of Adults with Physiological Alterations Practicum (NURS 385)	6
Nursing Care of Families During Health and Illness (NURS 386)	4
Nursing Care of Families During Health and Illness Practicum (NURS 387)	6
Leadership and Management in Nursing (NURS 472)	3
Ethics in Nursing (NURS 476)	3
Mental Health Nursing (NURS 484)	4
Community Health Nursing (NURS 486)	4
Community/Mental Health Practicum (NURS 491)	8
TOTAL	78-80

Updated 6/18/03

New Course Descriptions (6/2003)

Nurs 361: Clinical Practicum in Health Assessment and Health Promotion

This practicum course is designed to provide the student with laboratory and clinical experiences 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. Grading: Pass/Fail
Credits: 2

Nurs 362: Health Promotion

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.
Credits: 3

Nurs 364: Chronic Illness Care

This course focuses on nursing care for persons across the lifespan and their families who live with chronic illness or other health or functional challenges. Emphasis is on preparing the student for evidence-based nursing practice, including the complex issues inherent in assessment of impact of a diagnosis and its management, identification of appropriate therapeutic interventions, and introduction to case management in nursing. Special attention is placed on the importance of professional/client partnerships in care.
Credits: 3

Nurs 366: End of Life Care

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.
Credits: 3

Revised Course Descriptions

Nurs 370: Foundations of Nursing Practice

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 critical about external forces that influence nursing practice.
Credits: 2

Nurs 374A-E: Clinical Pharmacology

This course provides the theoretical background to enable students to provide safe and effective care related to drugs and natural products. Students will learn to make clinical decisions regarding using reliable sources of information, monitoring 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.

Credits: 6

Nurs 380: Family Care Across the Lifespan

Course Description: This course explores family care across the lifespan. Learning experiences are designed to assist students to understand and apply the different bases for nursing practice with families and family caregivers: evidence, conceptual and philosophical, regulatory, and tradition. Strategies and interventions that nurses can use with families and family caregivers will also be explored. Clinical learning experiences will be provided in concurrent clinical practicum course (Nurs 385 or 387)

Credits: 3

**OHSU School of Nursing Course Descriptions
Core and Advanced Practice Nursing Courses
2003-2004 Supplement**

5/11/04

NURS503 Master's Research/Practice Improvement Project

1-3 credits

Course Description: In this course, students conduct a data-based project under the supervision of SoN 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: Prerequisites NUR510; completion of RCR and HIPAA research module.

NURS510 Research Methods and Evidence-Based Practice

4 credits

Course Description: 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

NURS512 A Critical Analysis of Health Disparities

4 credits

Course Description: 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.

NURS515A Advanced Physiology/Pathophysiology I

3 credits

Course Description: 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.

NURS515B Advanced Physiology/Pathophysiology II

3 credits

Course Description: This sequel to Nurs 515A, Advanced Physiology and Pathophysiology I, continues emphasis on the physiological and pathophysiological base for managing clinical problems. The course addresses additional pathophysiological processes

NURS517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing

4 credits

Course Description: 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.

**OHSU School of Nursing Course Descriptions
Core and Advanced Practice Nursing Courses
2003-2004 Supplement**

5/11/04

NURS519A Applied Pharmacology I

3 credits

Course Description: This foundational course addresses pharmacotherapeutics for advanced nursing practice with children and adults, including pharmacokinetics, pharmacodynamics, 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: Enrollment in one of the School of Nursing's graduate nursing programs (ANP, FNP, GNP, PNP, WHCNP, CNM, PMHNP, CNS or Gerontology). Other students need permission from the course coordinator.

NURS519B Applied Pharmacology II

2 credits

Course Description: 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: Completion of N519A and enrollment in one of the School of Nursing's graduate nursing programs (ANP, FNP, GNP, PNP, WHCNP, CNM, PMHNP, CNS or Gerontology). Other students need permission from the course coordinator.

NURS522 Advanced Practice Nursing Roles and Issues

2 credits

Course Description: 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.



Oregon Health & Science University

School of Nursing

Academic Programs Information

3455 S.W. U.S. Veterans Hospital Road, SN-4N

Portland, OR 97239-2941

General Information

(503) 494-7725

E-mail: proginfo@ohsu.edu

Web Site

www.ohsu.edu/son

Cover Photography: Bruce Beaton

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

OHSU is an equal opportunity, affirmative action institution. 1/03 (.5)