The information in this bulletin 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 between any applicant for admission or student and the University of Oregon Health Sciences Center. The Center is not responsible for any misunderstanding of its requirements or provisions that might arise as a result of errors in the preparation of this bulletin.

The Center gives careful consideration to all available information about each applicant for admission and accepts those who are best qualified without regard to race, color, sex, creed or ethnic origin.

It is the policy of the University of Oregon Health Sciences Center to ensure equal employment opportunity to all individuals in a positive program of non-discrimination in all areas of employment—recruitment, hiring, training, assignment, promotion, use of facilities and privileges without regard to race, sex, creed, color, disability, age or national origin—and to assure that all qualified applicants will receive equal consideration.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon State System of Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>State Board of Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>State System of Higher Education Officers</td>
<td>5</td>
</tr>
<tr>
<td>Message from the Dean</td>
<td>6</td>
</tr>
<tr>
<td>CALENDAR, 1975-76</td>
<td>5</td>
</tr>
<tr>
<td><strong>1 General Information for Students</strong></td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>8</td>
</tr>
<tr>
<td>Institutional Purposes</td>
<td>9</td>
</tr>
<tr>
<td>Philosophy and Objectives</td>
<td>9</td>
</tr>
<tr>
<td>Instructional Facilities</td>
<td>11</td>
</tr>
<tr>
<td>Residence Hall</td>
<td>12</td>
</tr>
<tr>
<td>Student Expenses</td>
<td>12</td>
</tr>
<tr>
<td>Fees and Expenses</td>
<td>13</td>
</tr>
<tr>
<td>Nonresident Fees</td>
<td>14</td>
</tr>
<tr>
<td>Scholarships and Loans</td>
<td>14</td>
</tr>
<tr>
<td>Student Activities</td>
<td>16</td>
</tr>
<tr>
<td>Health Program</td>
<td>16</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>16</td>
</tr>
<tr>
<td>Course Numbering System</td>
<td>16</td>
</tr>
<tr>
<td>Grading System</td>
<td>17</td>
</tr>
<tr>
<td>Scholarship Regulations</td>
<td>17</td>
</tr>
<tr>
<td><strong>2 Admission and Degrees</strong></td>
<td>19</td>
</tr>
<tr>
<td>Admission</td>
<td>19</td>
</tr>
<tr>
<td>Degrees and Requirements</td>
<td>19</td>
</tr>
<tr>
<td><strong>3 Programs of Study</strong></td>
<td>21</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>21</td>
</tr>
<tr>
<td>Program for Students with No Previous Preparation in Nursing</td>
<td>21</td>
</tr>
<tr>
<td>Program for Registered Nurses</td>
<td>23</td>
</tr>
<tr>
<td>Master of Nursing</td>
<td>23</td>
</tr>
<tr>
<td>Master of Science in Nursing Education</td>
<td>23</td>
</tr>
<tr>
<td><strong>4 Description of Courses</strong></td>
<td>28</td>
</tr>
<tr>
<td>Nursing Courses</td>
<td>28</td>
</tr>
<tr>
<td>Science Courses</td>
<td>35</td>
</tr>
<tr>
<td><strong>5 Administration and Faculty</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>6 Enrollment and Degrees</strong></td>
<td>46</td>
</tr>
</tbody>
</table>
An Overview

The Oregon State System of Higher Education is organized in 1932, provides educational opportunities to young people and adults throughout the State of Oregon. Member institutions are elements of an articulated system, parts of an integrated whole.

Opportunities for general education are distributed as widely as possible throughout the state, while specialized, professional, and technical programs are centered at specific institutions.

Members of the State System of Higher Education are:

- Eastern Oregon State College, La Grande
- Oregon College of Education, Monmouth
- Oregon Institute of Technology, Klamath Falls
- Oregon State University, Corvallis
- Portland State University, Portland
- Southern Oregon State College, Ashland
- University of Oregon, Eugene
- University of Oregon Health Sciences Center, Portland
- Schools of Dentistry, Medicine and Nursing.

The Division of Continuing Education represents all the institutions in making college-level courses and special programs available to all citizens. The Division has offices in Salem, Eugene, Ashland, Corvallis, and Portland.

An Interinstitutional booklet, "It's Your Decision," lists fields of study at all State System Institutions and gives other important information for prospective students. For a free copy, write "It's Your Decision," State Board of Higher Education, P. O. Box 3175, Eugene, Oregon 97403.

Oregon State Board of Higher Education

The Oregon State Board of Higher Education is governed by the Oregon State Board of Higher Education, whose members are appointed by the Governor with confirmation by the State Senate. Terms are four years for regular members and two years for student Board members. Their names and term expiration dates follow:

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Expired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane H. Carpenter</td>
<td>June 30, 1979</td>
</tr>
<tr>
<td>Betty Feves</td>
<td>1979</td>
</tr>
<tr>
<td>Edward Hermes</td>
<td>1977</td>
</tr>
<tr>
<td>Phillip A. Joss</td>
<td>1976</td>
</tr>
<tr>
<td>George H. Layman</td>
<td>1976</td>
</tr>
<tr>
<td>Marc F. Meden</td>
<td>1976</td>
</tr>
<tr>
<td>Valerie L. McIntyre</td>
<td>1977</td>
</tr>
<tr>
<td>W. Philip McLaurin</td>
<td>1978</td>
</tr>
<tr>
<td>Louis B. Perry</td>
<td>1977</td>
</tr>
<tr>
<td>Loran L. Stewart</td>
<td>1977</td>
</tr>
</tbody>
</table>

Roy E. Lieuskin, Ed.D., L.H.D.  Secretary of Board

Office of State Board of Higher Education

Post Office Box 3175

Eugene, Oregon 97403

Academic Calendar

Oregon State System of Higher Education Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis W. Blumel, Jr.</td>
<td>President, University of Oregon Health Sciences Center</td>
</tr>
<tr>
<td>Joseph C. Blumel, Ph.D.</td>
<td>President, Portland State University</td>
</tr>
<tr>
<td>William B. Boyd, Ph.D.</td>
<td>President, University of Oregon</td>
</tr>
<tr>
<td>Rodney A. Briggs, Ph.D.</td>
<td>President, Eastern Oregon State College</td>
</tr>
<tr>
<td>W. Philip McLaurin</td>
<td>President, Oregon College of Education</td>
</tr>
<tr>
<td>Leonard W. Rice, Ph.D.</td>
<td>President, Oregon State College</td>
</tr>
<tr>
<td>James K. Sours, Ph.D.</td>
<td>President, Southern Oregon College</td>
</tr>
</tbody>
</table>

FORMER CHANCELLORS
OREGON STATE SYSTEM OF HIGHER EDUCATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Expired</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Philip McLaurin</td>
<td>1978</td>
</tr>
<tr>
<td>Louis B. Perry</td>
<td>1977</td>
</tr>
<tr>
<td>Loran L. Stewart</td>
<td>1977</td>
</tr>
</tbody>
</table>

Robert W. MacVicar, Ph.D.  President, Oregon State University

Winifred D. Purvin, A.B., LL.D.  President, Oregon Institute of Technology

Edward Harms  President, Oregon College of Education

Academic Calendar 1975-76

Fall Term 1975

September 29, Monday  Registration and orientation
September 30, Tuesday  Classes begin
October 6, Monday  Last day to register for credit or to change courses
November 11, Tuesday  Veteran's Day holiday
November 27-30, Thursday-Sunday  Thanksgiving Day holiday
December 19, Friday  Fall term ends

Winter Term 1976

January 5, Monday  Registration and orientation
January 6, Tuesday  Classes begin
January 12, Monday  Last day to register for credit or to change courses
February 2, Monday  Lincoln's Birthday holiday
February 16, Monday  Washington's Birthday holiday
March 19, Friday  Winter term ends

Spring Term 1976

March 29, Monday  Registration and orientation
March 30, Tuesday  Classes begin
April 5, Monday  Last day to register for credit or to change courses
May 31, Monday  Memorial Day holiday
June 11, Thursday  Commencement
June 18, Friday  Spring term ends

Summer Term 1976

June 21, Monday  Registration and orientation
June 22, Tuesday  Classes begin
June 28, Monday  Last day to register for credit or to change courses
July 5, Monday  Independence Day holiday
August 13, Friday  Summer term, eight-week session ends
September 3, Friday  Summer term, eleven-week session ends

Fall Term 1976

September 27, Monday  Registration and orientation
September 28, Tuesday  Classes begin
October 4, Monday  Last day to register for credit or to change courses
November 11, Thursday  Veteran's Day holiday
November 25-26, Thursday-Sunday  Thanksgiving Day holiday
December 17, Friday  Fall term ends
There is no one standard for estimating the numbers of nurses needed during the next decade. The rapid population shift, the increased number of persons beyond sixty-five years of age, changes in the delivery of health services all influence the quantity and quality of nursing care. The concern for health maintenance, and for health protection for individuals, families, and communities create new demands on nursing. Advanced medical practices require expert patient care. Today's changing roles for nurses require their being prepared to assume responsibility for primary nursing care, for health teaching, and for interdisciplinary as well as independent practice.

It is important that the distribution of health care be such that rural as well as urban communities are adequately supplied. This problem places greater demands on nursing than at any previous time. Nursing is the largest single health manpower resource. Leadership for effecting changes in the delivery of health services requires that nurses be prepared at the baccalaureate and graduate level.

The quantity of nurses is not the major problem. Distribution and the varying educational preparation and professional competencies create imbalances in the delivery of nursing services. The ratio of one public health nurse per 5,000 population was deemed essential by the United States Public Health Service in 1972; 400 nurses per 100,000 population, 28 per cent of which have baccalaureate degrees was designed by Health, Education and Welfare as a guideline in 1967. These data are no longer considered sufficiently comprehensive to assure both quantity and quality in patient care. Continued evaluation of nursing services in various settings will provide criterion measures for identifying further health needs. University schools of nursing are responsible for promoting nursing research as a basis for better ways to teach students as well as continued evaluation of the nursing process.

The School of Nursing, University of Oregon Health Sciences Center, is committed to provide baccalaureate education for those with no previous preparation in nursing, as well as for registered nurses seeking to complete professional education; graduate education for those seeking advanced preparation; and continuing education to assist nurses to increase their skills and knowledge necessary to meet the evolving needs of society. The School believes that it provides its students, regardless of sex or culture, opportunity to develop their potential as persons and as nurses.

—Jean E. Boyle, Dean
The School of Nursing of the University of Oregon Health Sciences Center offers an undergraduate curriculum leading to a Bachelor of Science degree designed for two kinds of students: the student with no previous nursing preparation; the student who is a graduate of a hospital or community college school of nursing. The curriculum includes preparation in community health nursing. Graduates of the program are eligible to apply for the State Board Test Pool Licensing Examination. Upon successful completion of the examination, they receive their license to practice as registered nurses.

The school offers graduate curricula leading to a Master of Nursing or a Master of Science in Nursing Education degree. The Master of Nursing advanced program of study emphasizes clinical specialization in Medical-Surgical Nursing and in Psychiatric-Mental Health Nursing. Opportunity is provided for preparation for teaching and nursing administration. The curriculum leading to a Master of Science in Nursing Education degree is currently under review and revision.

History

The University of Oregon introduced professional courses in nursing for the first time in the summer session of 1919. 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.

A standard course of study in public health nursing was established in the fall of 1920 as a part of the program of the Portland Division of the School of Sociology; this division was known as the Portland School of Social Work. In 1938 the University introduced a five-year curriculum in nursing leading to a bachelor's degree. A three-year certificate program was added in 1938 for high school graduates enrolled in accredited hospital schools of nursing in Portland. The certificate program was discontinued in 1939. As a part of the reorganization of the Oregon State System of Higher Education in 1932, the Portland School of Sociology became the Department of Nursing Education. The program in nursing was transferred to the Medical School campus and established in a Department of Nursing Education. A two-year curriculum as preparation for the basic degree program was established at the University of Oregon, Eugene, and at Oregon State University, Corvallis. Following the two years of preparation, students received three years of clinical course work in Portland hospital schools approved by the department.

Since 1939, the professional nursing courses have been offered at the School of Nursing, utilizing the clinical facilities of the campus as well as clinical resources in accredited community agencies.

A diploma curriculum for high school graduates was re-established in 1943 as a wartime measure, and the degree program was accelerated for completion in four years. In 1945, the prenursing courses were increased to a minimum of five terms, or 82 credits. The diploma program was discontinued in 1950. Public health nursing was incorporated into the basic or generic degree program in 1956.

Financial assistance in the form of a $50,000 grant received from the W. K. Kellogg Foundation in 1947 made it possible to establish a teaching and supervision program for registered nurses. An advanced program of study leading to the Master of Science in Nursing Education degree with a major in teaching was initiated in 1955.

The Department of Nursing Education became the University of Oregon School of Nursing by action of the State Board of Higher Education in January 1960. In the fall term of 1960 the baccalaureate degree program was reorganized, placing the total program on an academic-year basis and reducing the length to four academic years and one summer term. In the same year, the baccalaureate program for registered nurses with a major in nursing, including community health nursing, replaced a program providing specialization in teaching, supervision, and public health nursing. In fall 1974, curriculum revision permitted elimination of the entering summer term, reducing the total program to four academic years.

The School of Nursing received a mental health grant from the United States Public Health Service in the spring of 1961. The grant made possible a more comprehensive study of mental health concepts in the baccalaureate program.

The curricula in nursing meet University standards and requirements. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree programs of the National League for Nursing; its Associate program is accredited by the National League for Nursing Accrediting Service (1949) and the Oregon State Board of Nursing annually.

In 1939, a Public Health Nursing certificate program was accredited. Since 1965, graduate preparation in nursing has been provided by the School. In the fall of 1971, the School was authorized to offer a Master of Nursing degree which was accredited by the NLN on April 7, 1973.

In 1974, the State Board of Higher Education authorized the formation of the University of Oregon Health Sciences Center. The School of Nursing together with the Schools of Medicine and Dentistry constitute the professional schools of this academic community.

Institutional Purposes

The purpose of the University of Oregon Health Sciences Center is three-fold:

- to help young men and women develop into competent health care professionals and to assist practicing colleagues in keeping abreast of current developments
- to render high quality, humane clinical services which society expects of an academic health center and upon which sound education depends
- to pursue through research a better understanding of health, illness, and the care of people.

These broad goals have been translated into the specific missions of the School of Nursing, principally through the curricular programs outlined in this catalog.

Priorities in professional education must be modified from time to time as perceived needs for health care professionals change. We have therefore updated curricular offerings and course structure in accordance with a current assessment of these trends.

Philosophy and Objectives

The faculty and students of the School of Nursing believe in an educational system based on a philosophy that guides the development of the users. Faculty, with student participation, shall provide on-going evaluation of the curriculum and establish educational policy of the School. The administrator facilitates educational plans conceived and approved by the faculty.

Nursing as a profession develops and implements benefits which delineate actions in relation to consumers, associates, and members. Growth in the individual and the profession is predicated on the identification of the activities and responsibilities of the profession to society. Based on the belief that an optimum state of health is a necessary prerequisite to a productive society, the program provides nursing experiences in preventive health care and care of the ill.

The School accepts the guidelines that:

1. The individual's potential is most fully realized within a democratic society.
   (a) The individual is a unique being.
   (b) The individual has rights and responsibilities.
   (c) The individual has dignity and worth.
   (d) Man is a social being.
   (e) Each individual has the right and responsibility to participate in the decisions that affect him.
   (f) All people have the right to and responsibility for the protection and maintenance of health.

2. The preparation of the professional nurse appropriately belongs within baccalaureate education.

In 1974, a Bachelor of Science in Nursing was authorized for the School's total development.

(c) Faculty and students have freedom to develop and participate in innovative learning.

(d) Education guides students and faculty toward responsibility for their present and continued learning.

(e) Students and faculty are responsible individuals capable of making decisions and evaluating their consequences.

(f) Baccalaureate degree education provides the foundation for advanced academic study.

3. Nursing is a process of interaction.

(a) Nursing contributes to and makes use of the physical and behavioral sciences.

(b) An understanding of normal growth and development is basic to nursing.

(c) Nursing is an interpersonal process.

(d) Assessment, planning, intervention, and evaluation are components of nursing.

(e) Nurses, as members of the health team, work toward achieving optimum wellness for individuals, families, and society.

The Bachelor of Science Program

The curriculum leading to the Bachelor of Science degree is designed for two kinds of students: the student with no previous preparation in nursing, and the student who is a graduate of a hospital or community college school of nursing. For the student with no previous preparation in nursing, the curriculum is four academic years. For the student who is a registered nurse, the length of program will vary depending on previous education and the course load carried while at the School of Nursing. Registered nurses usually complete the program in seven quarters.

The graduates of the baccalaureate program prepared for professional nursing can be expected to:

1. Assess, plan, implement, and evaluate nursing behaviors which are based upon physical, social, and nursing science principles that result in the promotion and maintenance of health.

2. Initiate and maintain both independent and interdependent functioning relationships with individuals and groups in health care.
The Master's Program

Nursing as a professional discipline beyond the baccalaureate level demands both intensive exploration into an area of specialization and extensive experience within that chosen area. These experiences include clinical practice, teaching and research. Nurses completing such a program will serve as role-models for other nurses and students.

Graduate programs are offered leading to a Master of Science in Nursing Education to the qualified nurse who has a baccalaureate degree from a National League for Nursing accredited institution of higher learning with an upper division major in nursing including community health nursing.

Master of Science in Nursing Education: The program is designed for individuals who wish to prepare for teaching and nursing administration.

Philosophy of Graduate Education in the School of Nursing: The philosophy of the School of Nursing is consistent with the purposes of the University as a whole. The faculty believes that graduate education builds on the knowledge, skills, understandings, and appreciations to which the student has been introduced in baccalaureate education, e.g., an awareness of self, an inquiring approach, responsibility as a change agent and independence of action. The graduate program of the School of Nursing is designed to prepare nurses to provide leadership in nursing. Leadership in this context refers not only to the designated leader but also to the nurse, who leads by actions, creative thoughts and ideas, and who demonstrate this in practice.

It is further believed that scholarly achievement and research are the foundation for making nursing judgments and are fundamental to becoming a skilled clinician. Theories which have been synthesized from the physical, biological, and social sciences serve as the basis for planning and delivering nursing care. In addition, the faculty believes that all students should have an introduction to research methodology. The extent of understanding of research comes through experience provided in the department of the thesis and/or clinical study.

Graduate education provides time for the development of expertise in a clinical area. This not only includes content in the field but also an opportunity to learn approaches which are applicable in future situations. Concomitant to the development of clinical competencies is the responsibility for advancement of the profession through communication of knowledge.

The faculty believes that there should be an opportunity to acquire knowledge and develop understanding of a functional area. The level of competency which can be attained will vary with the backgrounds of the students.

Upon completion of the program, students will have taken the first step in graduate education. They will be able to serve as leaders as the delivery of health services, demonstrate the expected role, and become contributing members of the profession.

Objectives of Graduate Program: Because graduate students are expected to be self-directed and self-evaluative, students are assisted in planning a program which will utilize their strengths and lead to achievement of personal and professional goals. The objectives of the program are to:

1. Develop in each student advanced clinical competencies.
2. Provide a foundation based upon the natural and social sciences emphasizing relevance to the theory and practice of nursing.
3. Develop in each student a research competency that can function:
   (a) a foundation for advanced nursing research training, and/or
   (b) a tool through which scientifically based information can be acquired and applied.
4. Develop in each student those information processing and retrieval skills necessary to analyze and synthesize knowledge.
5. Develop in each student that knowledge sufficient to understand and predict future changes in the health care system and to identify future directions of the science and practice of nursing within the system.
6. Create the conditions through which each student continually applies and relates nursing theory to advanced nursing practice as clinicians or specialists.
7. Develop in each student that combination of knowledge, skills, and attitudes sufficient in breadth and depth to act as a foundation for further formal and/or informal educational experiences.

Instructional Facilities

The professional nursing courses are provided at the School of Nursing, located on the University of Oregon Health Sciences Center campus in Portland. Non-nursing courses are obtained through the auspices of Portland State University and Portland Continuation Center of the Division of Continuing Education of the Oregon State System of Higher Education.

The University of Oregon Health Sciences Center campus occupies a 114-acre tract on Marquam Hill, a mile and half southwest of the business center of Portland. The site overlooks the city and the Willamette River. Metropolitan Portland, with a population of 916,000, is known for its beautiful homes, parks, and scenic boulevards, and for its mild climate.

The foothills of the Cascade Mountains rise on the outskirts of the city. Mt. Hood, one of the major peaks of the range, towers on the southeastern horizon.

The University of Oregon Health Sciences Center library collection includes approximately 135,200 volumes of books and bound periodicals and a large number of unbound periodicals. Approximately 2,444 serial publications are received. Through the privileges of interlibrary loan and microfilm service, it is possible to procure, within a few days, material not in this collection. MEDLINE service is available.

Classrooms and well-equipped laboratories are housed in Mackenzie Hall, Baird Hall, the Basic Science Building, and the Clinical Laboratories Building. Classrooms are also available in the various hospitals and health agencies which provide clinical nursing experiences. The School of Nursing Learning Resources Center is located in Emma Jones Hall.

The on-campus clinical facilities include:
1. University Hospital South of 339 beds, including Doernbecher Memorial Hospital for Children with 105 beds.
2. University Hospital North, a 161-bed hospital with medical, surgical, obstetrical, psychiatric crisis, and emergency units.
3. The Outpatient Clinic, which has more than 169,500 patient visits each year.
4. The School of Dentistry, University of Oregon Health Sciences Center.
5. The Crippled Children's Division with the university-affiliated Child Development and Rehabilitation Center, which
General Information for Students

provides state-wide services to children with crippling conditions.

The extended campus clinical facilities include:

1. Clackamas, Marion, and Multnomah County Health Departments.
3. Dammasch Hospital, Wilsonville—400 beds.
4. Good Samaritan Hospital, Portland—500 beds.
5. Physicians and Surgeons Hospital, Portland—160 beds.
6. St. Vincent Hospital, Portland—400 beds
7. Veterans Administration Hospital, Portland—527 beds.
8. Ben Taub Hospital, Portland—252 beds.
9. Woodland Park Hospital—185 beds.
10. Meridian Park Hospital—82 beds.
11. Multiple community health agencies—private, public, voluntary.
12. Selected multiple public health agencies.
13. Selected nursing homes and extended care facilities.
14. Portland Vocational Rehabilitation Center.
15. Emanuel Hospital—554 beds.

Residence Hall

The Residence Hall is open to men and women students. (Men and women will be assigned rooms on different floors.)

The residence is modern and pleasant with lounge and central laundry facilities. It is centrally located on the campus, close to all instructional facilities on campus. Residents are eligible to participate in a special reduced price food plan through the cafeteria.

Reservations will be on a first-come, first-served basis. Rooms are designed for double occupancy, but they can be rented for single occupancy if there is enough space in the residence. There are several contract plans available, including full-year, three-term, one-term, and monthly. Students exercising to live in the residence will be asked to make a $50 room deposit and sign a contract obligating them to payment of room rent for the plan selected. Inquiries and reservations should be sent to Mrs. Virginia Nelson, Residence Hall, 707 S.W. Campus Drive, Portland, Oregon 97201.

Student Expenses

1. The cost of textbooks and instructional material depends on the course requirements. For baccalaureate students, the average cost is $200 for the sophomore year, $150 the junior year, and $100 for the senior year.
2. A NLCA Achievement Test is required for most courses.
3. Cost: $1.50 per test.
4. Women's students' uniforms and lab jackets cost approximately $70; men's students' $45. Students are responsible for their own laundry. The school uniform requirements are two uniforms, two lab jackets, and two caps. Men students wear the uniform shirt and trousers, and the lab jacket. Uniforms are purchased from the House of Uniforms, 103 Lloyd Center, Portland. Students are advised to purchase uniforms, jacket, and cap at the beginning of the fall term of the sophomore year. The additional uniform and jacket may be purchased later. White duty shoes, hose, and uniform personal wear are available at the House of Uniforms.
5. Baccalaureate students attending extended classes should allow approximately $10 per term for transportation to other campuses and $30 per term to outside hospital teaching units.
6. Students must have a current driver's license, and should plan to have access to a car for transportation to extended campus assignments.
7. Registered nurse students are required to have a current license to practice in a state or United States.

Fees and Expenses at the School of Nursing, Portland

Baccalaureate Program

Residents

*Full-Time*—10 credit hours or more

<table>
<thead>
<tr>
<th>Tuition, per term</th>
<th>$161.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Service fee, per term</td>
<td>23.00</td>
</tr>
<tr>
<td>Incidental fee, per term</td>
<td>16.00</td>
</tr>
<tr>
<td>Building fee, per term</td>
<td>12.50</td>
</tr>
<tr>
<td>Overdue fee (each additional hour over 21 hours)</td>
<td>$14.00 per hour</td>
</tr>
</tbody>
</table>

*Part-Time*

Tuition and laboratory fee for resident students taking nine credit hours or less, minimum $22.00 ($16 tuition plus $6 building fee).

| 1 hour | $16.00 |
| 2 hours | $32.00 |
| 3 hours | $48.00 |
| 4 hours | $64.00 |
| 5 hours | $80.00 |
| 6 hours | $96.00 |
| 7 hours | $112.00 |
| 8 hours | $128.00 |
| 9 hours | $144.00 |

Non-Residents

*Full-Time*—10 credit hours or more

<table>
<thead>
<tr>
<th>Tuition, per term</th>
<th>$563.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Service fee, per term</td>
<td>23.00</td>
</tr>
<tr>
<td>Incidental fee, per term</td>
<td>16.00</td>
</tr>
<tr>
<td>Building fee, per term</td>
<td>12.50</td>
</tr>
<tr>
<td>Overdue fee (each additional hour over 21 hours)</td>
<td>$41.00 per hour</td>
</tr>
</tbody>
</table>

*Part-Time*

Tuition and laboratory fee for nonresident students taking nine credit hours or less, minimum $62.00 ($56 tuition plus $6 building fee)

| 1 hour | $56.00 |
| 2 hours | $112.00 |
| 3 hours | $168.00 |
| 4 hours | $224.00 |
| 5 hours | $280.00 |
| 6 hours | $336.00 |
| 7 hours | $449.00 |
| 8 hours | $506.00 |

Master's Program

*Full-Time*—8 credit hours or more

<table>
<thead>
<tr>
<th>Tuition, per term</th>
<th>$265.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Service fee, per term</td>
<td>33.00</td>
</tr>
<tr>
<td>Incidental fee, per term</td>
<td>16.00</td>
</tr>
<tr>
<td>Building fee, per term</td>
<td>12.50</td>
</tr>
<tr>
<td>Overdue fee (each additional hour over 21 hours)</td>
<td>$30.00 per hour</td>
</tr>
</tbody>
</table>

*Part-Time*

Tuition and laboratory fee for graduate students taking eight credit hours or less, minimum $62.00 ($56 tuition plus $6 building fee)

| 1 hour | $29.00 |
| 2 hours | $58.00 |
| 3 hours | $87.00 |
| 4 hours | $116.00 |
| 5 hours | $145.00 |
| 6 hours | $175.00 |
| 7 hours | $205.00 |
| 8 hours | $235.00 |

Special Fees and Penalties

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakage deposit</td>
<td>$2.00</td>
</tr>
<tr>
<td>Evaluation fee (not refundable)</td>
<td>10.00</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>2.00</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>5.00</td>
</tr>
<tr>
<td>Late payment of fees, per day</td>
<td>1.00</td>
</tr>
<tr>
<td>Microscope rental fee</td>
<td>10.00</td>
</tr>
<tr>
<td>Cap and gown fee</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Registration day is the first day of each term. Registration must be completed the first two days of each term and late fees paid by Friday of registration week.
General Information for Students

Special Examination Fee
Students pay a fee of $5.00 per term hour for the privileges of taking an examination for advanced credit, or other special examinations per term hour .......................................................... $5.00

College Level Examination Program tests are available for those who wish to establish credit-by-examination. Fees are $25.00 for the battery of tests and $15.00 for one subject test. See Registrar for further information.

The curriculum in nursing includes regularly scheduled courses, as well as electives, at Portland State University and Division of Continuing Education. Students register for all courses through the School of Nursing and pay one fee. Students who withdraw from courses without permission from the School of Nursing are billed for fees.

The State Board of Higher Education reserves the right to make changes in the rates quoted without notice.

Regulations Governing Nonresident Fee

Under the regulations of the Oregon State Board of Higher Education, a minor student whose parent or guardian is a bona fide resident of Oregon qualifies for enrollment under the resident fee. An emancipated student whose domicile is independent of that of his parent or guardian qualifies for enrollment under the resident fee if he presents convincing evidence that he has established his domicile in Oregon six months prior to his first registration in any institution of higher learning in the State of Oregon.

All other students are required to pay the nonresident fee, with the following exceptions: (1) a student who holds a degree from an accredited college or university (however, a nonresident student with a bachelor’s degree enrolled in a curriculum at the Schools of Dentistry or Medicine at the Health Sciences Center leading to the degree of Doctor of Medicine or Doctor of Dental Medicine is required to pay the nonresident fee); (2) a student attending a summer session.

A student who has been classified as a nonresident may be considered for reclassification as a resident: (1) in the case of a minor, if his parent or guardian has moved to Oregon and has established a bona fide residence in the state; or (2) in the case of an emancipated student whose domicile is independent of that of his parent or guardian, if the student presents convincing evidence that has established his domicile in Oregon and that he has resided in the state for an entire year immediately prior to the term for which reclassification is sought, and that he has no intention of moving out of the state after completion of his school work.

A student whose official record shows a domicile outside of Oregon is prima facie a nonresident and the burden is upon the student to prove that he is a resident of Oregon. If his scholastic record shows attendance at a school outside of Oregon, he may be required to furnish further proof of Oregon domicile.

If any applicant has questions concerning the rules governing the administration of these policies, he should consult the Registrar’s Office.

Scholarships, Grants-in-Aid and Loans

The School of Nursing has available a number of scholarships, grants-in-aid and loan funds for deserving nursing students. All applications should be filed with the Financial Aid Officer in the Registrar’s Office unless otherwise noted. For general comprehensive information on scholarships and loans, basic students are advised to enclose $15.00 and request the brochure “Scholarships and Loans—Beginning Education in Nursing” from: National League for Nursing, 10 Columbus Circle, New York, New York 10019. Registered nurse students follow the same procedure but request the brochure “Scholarships, Fellowships, Educational Grants, and Loans for Registered Nurses.”

Scholarships

The Hoyt Scholarships are awarded in amounts of $200 to $500 each per year by the School of Nursing with applications made in January by currently enrolled nursing students for the fall term of the following academic year.

The Clarence A. and Mary Moulding Trust Fund was established through a bequest under the will of Clarence A. Moulding of Salem. The fund is to be used for two scholarships each year, one for a student in medicine and one for a student in nursing.

Other scholarships are available from local community service organizations. Applications are made directly to the organization in your community. A list of organizations in your community may be obtained from the School of Nursing Office. The School of Nursing offers a limited number of scholarships to deserving nursing students. Awards are made on the basis of scholastic achievement and need.

Grants-in-Aid

Available to baccalaureate students are appointments in the Army Student Nurse Program. These would become effective at the beginning of the junior or senior year. The appointments carry generous financial allowances. The students who receive support for two years must serve on active duty in that service for 36 months; for one year’s support they must serve 24 months.

Available to registered nurses is application to appointment in the Army Student Nurse Program and the Air Force Registered Nurse Student Program. These are conditional upon the completion of the course of study within 24 months.

For additional information and application on the above, see your local recruiter.

Loans

The Nurses Training Act—Student Loan Fund of 1944; revised 1971, made available to both basic and registered nurses enrolled in a baccalaureate program loans to finance their education. They are interest-free loans, as long as the borrower is a full-time nursing student and for a period of nine months upon termination of a program. The Act provides for cancellation up to a maximum of eight-five percent of the total loan if the student continues in the field of nursing for a specified time. Some scholarship assistance is available. Applications are made to the Financial Aid Officer.

The Oregon Guaranteed Student Loan Fund (Oregon residents only) is an arrangement between the Health Sciences Center, the student’s Oregon bank, and the Oregon State Scholarship Commission to provide assistance of up to $1,500 per year for undergraduate students and $1,500 a year for graduate students for up to a total of $7,500.

Emergency loans may be directed through the School of Nursing or the Financial Aid Office.

The Mother’s Club Loan Fund was established by the Mother’s Club of the School of Nursing to aid nursing students in need of financial aid on a small short-term basis. These are limited to $75 each. Repayment is on the basis of a moral obligation and ability to repay.

Advance Fund

Financial Aid Funds Administered by the University of Oregon Health Sciences Center

The Advance Fund is a public, charitable foundation directly affiliated with the University of Oregon Health Sciences Center. Student financial aid is one of the purposes for which the Advance Fund is constantly seeking support. Listed below are those loans and scholarships through which interest groups and individuals have transmuted their concern for aiding worthy nursing students. All applications are to be made to the financial aid officer of the University of Oregon Health Sciences Center.

Loans

Emilie Jo Pastega Simpson Memorial Loan Fund. This fund was established by Mr. and Mrs. Mario Pastega in memory of their daughter, Emilie Jo Pastega Simpson, as a perpetual loan fund for medical students and nursing students. The maximum loan available is $500 per student. Loans are restricted to residents of Oregon.

Sam Jackson Art Society Medical Center Student Loan. This fund, established in 1972 by those interested in art at the Medical School (known as the Sam Jackson Crafty Art and Buffalo Grass Society), provides loans to students enrolled in the Medical School, the School of Nursing, or in other programs leading to a degree or certificate offered by the University of Oregon Medical School. Loans are limited to a maximum of $50 per student per year and to the extent that funds are available.

Brenda Hall VanDyke Memorial Loan Fund. The family and friends of Mrs. Brenda Hall VanDyke established this loan fund in 1971 to assist senior students seeking the Bachelor of Science in Nursing Degree. Loans are limited to $500 per year and to the extent that funds are available.

General Nursing Student Loan Fund. This loan fund was established by an anonymous donor to aid worthy and needy School of Nursing students. Loans are not to exceed $500 per year.
Health Program
A Health Service provides preventive as well as therapeu-
tic services. Before admission to the School of Nursing, an
applicant is required to have a health examination by
his family physician, reported on forms provided by the ad-
ministrative offices. Student who are registered full time
simultaneously at Portland State University and the School
of Nursing may choose either of the health services for cover-
age and pay only one fee. A student registered full time at
one institution and part-time at another, will be covered
under the health service program at the institution where he
is registered full time. Only in cases where the student
is registered full time at both institutions can an election be
made. Supplementary student health insurance is available.
Detailed information is provided in the Health Service
pamphlet available at registration.

Liability and Insurance Coverage
All students are covered by the University of Oregon Health
Sciences Center Insurance Policy under the State System
of Higher Education for liability. When students are in their
assigned clinical practice courses, they are under the
supervision of faculty. Faculty are also covered by the
Center's liability insurance, as well as their own professional
liability coverage.

Alumni Association
The Alumni Association of the School of Nursing includes
graduates of all programs, together with graduates from the
former Multnomah Hospital Training School. This organiza-
tion is devoted to the interests of students and graduates and
to the promotion of high standards of professional nursing.
In 1971, by action of its Board due to financial limitations,
the Association placed itself on an inactive status.

In April 1975, interested alumni working with the Office
of Development's staff secured financial support to reactivate
the Alumni Association, and reactivation of the Association is
in progress.

Course Numbering System
The uniform course-numbering system of the Oregon
State System of Higher Education, as it applies to the courses
of the School of Nursing, is as follows:

50-99 Beginning courses taught in high school which carry
toward a bachelor's degree.
100-299 Lower-division courses.
300-499 Upper-division courses. Those 400-499 courses are
approved for graduate credit as designated (G) following the title.
500-599 Courses primarily for graduate students, but to
which seniors of superior scholastic achieve-
ment may be admitted on approval of instructor and
department head concerned.

The number following the course title indicates the credit
hours earned each term. In lecture courses, 3 clock hour
per week per term is required for 1 credit hour. In nursing
laboratory classes, three clock hours of laboratory experience
per week per term are required for 1 hour of credit.

Grading System
The grading system consists of three passing grades,
A, B, and C; no pass, NC (incomplete), W (withdrawn), W'd,
W'd. A denotes exceptional accomplishment; B, superior;
C, satisfactory. When the quality of the work is satisfactory, but
some minor yet essential requirement of the course has not
been completed for reasons acceptable to the instructor, a
report of I may be made and additional time granted. If an
I is not removed within a year, it becomes an N. Exceptions
to the time limitation may be made for baccalaureate students
if there are problems in the scheduling of clinical laboratory
experience. A student may withdraw from a course only with
the approval of the school. A student who discontinues at-
tendance without official withdrawal receives a grade of N
in the course.

Marks of Pass-No Pass. Certain University courses are
designated for-credit courses. Students in these courses re-
ceive marks of "pass" (P) or "no pass" (N). (N) for a bachelor's
degree from the University, a student must receive at least
90 term hours of credit in courses for which grades are given.
All courses required for the nursing major are graded.

A student who wishes to exercise the pass-no pass option
in any course must do so at the time of registration, or within
the period allowed for changes. Acceptability of credit earned
with a mark of P toward the satisfaction of major require-
ments is determined by the School, department, or com-
mittee directing the major program—this provision applies to
any specific course required for the completion of a major,
which exam or each course is taught in the division directing
the major program.

Electives—Concurrent Courses. Students taking an elec-
tive or concurrent course at Portland State University must
register for these through the Registrar. Oregon Health
Sciences Center campus, Students who may elect to
drop a course or change their credit loads during the term
should indicate the anticipated term and year they expect to
resume their studies, and direct correspondence to the Dean,
School of Nursing. A student who has a leave of absence is
required to apply for readmission by requesting a readmis-
sion form from the Registrar. The readmission application
form is reviewed by the Admissions Committee. The date of
readmission is determined by availability of clinical resources
needed for the student's program. Unofficial leave of absence
results when a student fails to register for a planned term.
Full-time students must apply for readmission to the pro-
gram for the fall term only; for those students for graduate credit
programs, the admission application must be made prior to the
term in which enrollment is desired. The University of Oregon
Graduate School, Students who wish to discontinue or sus-
pend classes and clinical resources extending beyond one term
automatically constitutes withdrawal from the program.

Withdrawal. A student who, because of circumstances
desires to discontinue in the program, must present to the
Dean, School of Nursing, a statement in writing declaring
intention to withdraw from the School. It is advised that the
student seek counsel from an advisor before taking action.
A withdrawal becomes official only when the appropriate forms
are completed and submitted to the Registrar.

Dismissal. The School of Nursing reserves the privilege
of retaining only those students who, in the judgment of the
faculty, satisfy the requirements of scholarship, health, and
personal suitability for nursing. The usual procedure for
recommending dismissal comes after review by the Execu-
tive Committee, which is composed of members of the
faculty. Ordinarily, a student may be on probation and is
subject to counsel by the Executive Committee or the
Dean. Dismissal, however, may occur at any time, without
previous warning.
General Information for Students

Scholarship Regulations

The administration of the regulations governing scholarship requirements is vested in the Executive Committee of the faculty. This committee has authority to disqualify students when it appears that their work is of such a character that they cannot continue with profit to themselves and with credit to the institution. In general, profitable and creditable work means substantial progress toward meeting graduation requirements. Students maintaining commendable scholastic achievement, (3.5 grade-point average or above) are recognized by placement on the Dean's Honor List and names are published each term in the Health Sciences Center News. In addition, students maintaining cumulative grade point averages of 3.50 to 3.74 are recognized at commencement and graduated with high honors. Students maintaining cumulative grade point averages of 3.75 or above are recognized and graduated with highest honors.

Admission

To be admitted to the School of Nursing, a student must file an application and, when possible, have a personal interview. Application materials are available from the Registrar's Office after January 1, and must be completed and on file in the Registrar's Office prior to April 1. The National League for Nursing Pre-nursing and Guidance Examination is required of students with no previous preparation in nursing. Information about the tests and application forms may be obtained from the School of Nursing. Students are urged to take the tests early in the freshman year so reports of achievement are available for academic counseling, and are on file when the application is submitted for admission to the School of Nursing.

Baccalaureate degree candidates are admitted in the fall term. The student with no previous preparation in nursing enrolls for freshman year courses at any accredited university or college, and follows the program as outlined in this catalog. At the time of application for admission to the School of Nursing, transcripts for course work completed are submitted. Final transcripts must be submitted before admission. The remainder of the program consisting of three academic years is completed at the School of Nursing in Portland.

The registered nurse applying for admission to the baccalaureate program must be a graduate of an accredited community college or hospital school of nursing, and be currently licensed to practice nursing. The registered nurse student files an application and has a personal interview. The registered nurse applicant is not required to take the National League for Nursing's Pre-nursing and Guidance Examination. The registered nurse student may enter program any term. Admission fall term ensures more available access to the basic science course requirements for the sophomore year. Evidence of completion of the freshman year college courses, plus any other academic records including the school of nursing transcript is submitted. The availability of credit-by-examination is described on page 23. Placement in and modification of the program plan for completion of baccalaureate degree requirements is contingent on the credit transferred, and successful achievement in challenge examinations in nursing courses after admission. Upon meeting all admission requirements most registered nurses complete the degree requirements in seven terms.

A qualified student in good standing at any accredited baccalaureate school of nursing may apply for admission with advanced standing. The Admissions Committee and the Registrar determine the amount of transfer credit and the placement of the student.

Because of the professional nature of nursing and its responsibilities to the public, the faculty of the School of Nursing has established critical standards for student selection. Prospective nursing students must maintain a 2.5 GPA during their prenursing program to be eligible to apply for admission to the School of Nursing. Scholaristic achievement is only one of the criteria for admission; therefore, attainment of the minimum 2.5 GPA does not assure admission to the School.

Applicants are selected regardless of sex, age, ethnic, cultural, religious or marital status. In addition to scholastic achievement, criteria for selection include evidence of sound physical and emotional health, good moral character, expression of interest in nursing, and motivation to become involved in a helping profession.

Primary consideration is given to well qualified applicants who are residents of Oregon. Superior applicants from other states are given consideration with preference to those from states with few baccalaureate degree programs in nursing. Notice of acceptance or rejection is sent by the Registrar.

For information regarding admission for graduate study, see page 23.

Degrees

The University of Oregon Health Sciences Center grants the following degrees: (1) Bachelor of Science; (2) Master of Science in Nursing; (3) Master of Science in Nursing Education.

Requirements for Bachelor's degree. A total of 188 term hours is required for a bachelor's degree, including at least 82 term hours of non-nursing subjects. The nonprofessional requirements are:

(1) English Composition: 6 term hours.
(2) Group requirements in liberal arts, distributed as follows:
### Bachelor of Science

**Program for Students With No Previous Preparation in Nursing**

The freshman year study may be taken at any accredited university or college. Some courses numbered 100-299 may be offered at an accredited junior college for college transfer credit and can be equalized to these course requirements. The remainder of the program is completed at the School of Nursing, University of Oregon Health Sciences Center. The professional program includes study in arts and sciences, and the nursing major is distributed throughout the nine- term curriculum.

**Curriculum:** (For Classes Admitted Since Fall 1974)

#### Freshman Year

(Any accredited university or college or junior college offering transfer courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Letters</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Chemistry (Ch 101, 102, 103)</td>
<td>3</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science (Gen Anth 101 or 102)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives By be selected from Arts and Social Sciences, or Science</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition (HSC 214, or HSC 314, or PN 301)</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><em>NUR 111, Backgrounds for Nursing</em></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1-4</td>
<td>1-8</td>
<td>1-18</td>
</tr>
<tr>
<td>Total Term Hours</td>
<td>14-16</td>
<td>14-18</td>
<td>14-18</td>
</tr>
</tbody>
</table>

#### Sophomore Year

(School of Nursing, University of Oregon Health Sciences Center)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology (Ch 211)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Genetics and Biochemistry (Ch 219)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Science I (NUR 220)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Experience in Nursing (NUR 223)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology (PSY 210)</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>General Sociology (Soc 204 or 205)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology (Anat 211)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology (Ch 210)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Experience in Nursing (NUR 223)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology (PSY 210)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology (Anat 211)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Pharmacology (Pharm 210)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (PSY 210)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Experience in Nursing (NUR 223)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total Term Hours</td>
<td>17</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

#### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Science IV (NUR 350)</td>
<td>3</td>
<td>2-3</td>
<td>3</td>
</tr>
<tr>
<td>Family Nursing: The Emerging Family (NUR 350)</td>
<td>2</td>
<td>3</td>
<td>2-3</td>
</tr>
<tr>
<td>*Clinical Experience in Nursing (NUR 223)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Science V (NUR 351)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Family Nursing: The Child Rearing Family (NUR 350)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English Composition (WR 210)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychology (PSY 210)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sociology (Soc 210)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*Clinical Experience in Nursing (NUR 223)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Family Nursing: The Grammar Family (NUR 356)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><em>NUR 111, Backgrounds for Nursing</em></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Term Hours</td>
<td>14-17</td>
<td>14-17</td>
<td>12-15</td>
</tr>
</tbody>
</table>

*Note: Changes in curriculum may be made by the nurse education program to accommodate changes in health science.
Programs of Study

**Senior Year**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Fall</th>
<th>Spring</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Science 10 (Nut 450)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience in Psychiatric Nursing (Nut 451)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Nursing—Part I (Nut 454)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Science VII (Nut 452)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Experience in Community Nursing (Nut 453)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Nursing—Part II (Nut 456)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected Experiences in Nursing (Nut 407)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Issues (Nut 408)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>15</td>
<td>15</td>
<td>100-104</td>
</tr>
</tbody>
</table>

The sophomore, junior, and senior years are planned sequentially, and in sections. The sophomore year of three terms is in sequence, beginning in the fall term and ending in the spring term. The junior year begins with the summer term. Class and clinical sections are offered every term for the remaining fall, winter, and spring terms for the junior and senior years. Students are assigned three out of four sections in sequence, and a term vacation off. A term off may be a summer, or fall, or winter, or spring vacation. All students will be assigned to classes, both theory and laboratory sections, and vacation terms off.

*Curriculum: (For Class Admitted June 18, 1973)*

**Senior Year**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Fall</th>
<th>Spring</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Nursing (Nut 427)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience in Psychiatric Nursing (Nut 428)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns of Organization for Nursing Leadership (Nut 410)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Clinical Experience in Nursing (Nut 416)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience in Community Health Nursing (Nut 417)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Responsibilities in Nursing (Nut 419)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Health Nursing (Nut 423)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience in Community Health Nursing (Nut 424)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Year Counseling (Case 427) of Community Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community and Its Environment (Nut 407)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
</tr>
</tbody>
</table>

See Table: 1950-74 for complete curriculum design and course descriptions.

---

**Program for the Registered Nurse**

The baccalaureate program is the same as that for students who enter with no previous preparation in nursing. The freshman year has been previously described. The registered nurse may wish to obtain credit-by-examination for some of the freshman year courses. The Registrar's office will assist the student in making arrangements for CLEP (College-Level Examination Program) examinations in subjects already mastered. The University of Oregon has developed teacher-made tests which can be used to challenge courses in psychology and nutrition. A faculty adviser at the University will be of assistance in arranging for these tests.

Program planning for registered nurses is based on the philosophy of baccalaureate education in the School. The belief that preparation of the professional nurse appropriately belongs with baccalaureate education has afforded development of a curriculum consistent with the aims of general education and goals of nursing education. Registered nurses desirous of completing the baccalaureate degree are expected to fulfill the requirements for admission and graduation. Academic counseling provides the registered nurse students assistance in assessing their previous educational foundation as the basis for program planning to meet the Bachelor of Science requirements.

Registered nurses seeking admission may request an application for admission when all the admission prerequisites have been met. Evaluation by the Registrar and the Admissions Committee of their general and nursing education background is obtained at any accredited institution of higher learning, or community college, together with any successful achievement in credit by examination in lower division, or transferable technical or other credits such as CLEP determines acceptance into program. Placement in programs is contingent upon satisfactory completion of lower division program requirements prior to upper division standing in the nursing major. Information regarding CLEP examination is available in the Registrar's Office of all colleges and universities.

Upon acceptance into the School, full-time and part-time study programs can be planned to meet individual program needs of the candidate particularly related to completing his/her basic sciences, non-nursing and minor, nursing requirements.

For the registered nurse student, an orientation term is planned to provide opportunities for assistance in preparing taking challenges exams in general and selected nursing courses. Registered nurses may secure credit by examination through successful completion of the following nursing courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur 111</td>
<td>Backgrounds for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nur 250</td>
<td>Nursing Science I</td>
<td>2</td>
</tr>
<tr>
<td>Nur 252</td>
<td>Nursing Science II</td>
<td>2</td>
</tr>
<tr>
<td>Nur 254</td>
<td>Nursing Science III</td>
<td>4</td>
</tr>
</tbody>
</table>

Opportunities for individual and group learning activities are planned to assist them in identifying their individual goals as a basis for planning their upper division nursing major.

The upper division nursing major comprises the junior and senior year course requirements in the baccalaureate curriculum, page 21. The flexible credit arrangement in the clinical experience courses are adjusted to meet the requirements of registered nurse students.

**Master of Nursing and Master of Science in Nursing Education**

**Graduate Programs**

The graduate programs are designed to provide advanced professional preparation for the qualified registered nurse who has a baccalaureate degree from a National League for Nursing accredited institution of higher learning with an upper division major in nursing including community health nursing. The Master of Nursing advanced program of study emphasizes clinical specialization in Medical-Surgical Nursing and in Psychiatric-Mental Health Nursing. Opportunity is also provided for preparation for teaching and nursing administration.

**Philosophy and Objectives**

The philosophy and objectives of the graduate program are consistent with those formulated for the School of Nursing with the scope broadened to meet the needs of nurses preparing for positions of leadership. These programs are individualized according to the student's previous education, experiences, interests, and professional work. See page 9. Philosophy and Objectives.

**Admission**

Application for graduate study may be requested from the Registrar's Office, University of Oregon Health Sciences Center. The completed application must be filed at least six weeks prior to the planned term for admission. A Graduate Record Examination is required and should be taken well in advance of anticipated time of enrollment. If previously taken, request your scores to be forwarded; if not, write for information and application.

Applicants should be graduates from a National League for Nursing accredited program with an upper division major in nursing including community health nursing. A cumulative grade point average of 2.75 is required. Applicants must...
Admission to Candidacy for a Graduate Degree. Admission to graduate status does not of itself entitle a student to become a candidate for a master's degree. A student selects a thesis or clinical investigation adviser during the second term. The student's study proposal is approved by a Reading Committee consisting of the adviser and two other faculty members appointed by the Graduate Program Committee. When the proposal has been approved and a plan of study has been filed, the student is admitted to candidacy for the degree.

Duration of Candidacy. The student must be a candidate for the degree for at least one academic term before the degree is granted.

Graduate Courses. All courses numbered in the 500s are designated graduate, and may be taken toward a minor only. Courses designated in the 400s are designated undergraduate, and may result in disqualification.

A student must be a candidate before the student's program consists of one-third the program (30 term hours) is the major, and one-third (15 term hours) is in a minor. The remaining portions of the nursing major may be completed through continuous enrollment each quarter. Select portions of the nursing major may be completed through consecutive summer enrollments.

(1) The courses must be relevant to the degree program as a whole; (2) the transfer must be approved by the Graduate Program Committee and Graduate Council; (3) the grades earned must be A or B. Credit earned for courses taken at another institution is tentative until validated by courses in residence.

Program Descriptions and Requirements

Medical-Surgical Nursing. The Medical-Surgical major is designed to provide for study in a clinical area of interest within the field in which expertise can be achieved and new knowledge tested and evaluated. Sufficient flexibility is incorporated to explore a wide range of formal and practical experiences. Two program options are available. The four-term program constitutes the beginning preparation for primary care responsibilities. A minimum of six terms is necessary if professional goals include teaching, administration, or clinical specialization.

Psychiatric Mental Health Nursing. The major is a six-semester program in advanced psychiatric-mental health concepts and skills. The sequence provides both theoretical and clinical preparation in agency and community involving primary prevention, psycho-social development, communication essential to health illness adaptation, intervention into psychopathology of individuals and families and the development of available support systems. Two options exist for program completion. The program sequence may be completed through continuous enrollment each quarter. Select portions of the nursing major may be completed through consecutive summer enrollments.

(1) Prerequisites and supplementary courses, as indicated by the student's previous preparation and professional experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur 501</td>
<td>Research: Clinical Investigation</td>
<td>3-9 hrs</td>
</tr>
<tr>
<td>Nur 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>Nur 518</td>
<td>Patient Assessment</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 531</td>
<td>Research Methods: Fundamental Statistical Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 533</td>
<td>Research Methods: Fundamental Experimental and Quasi-Experimental Designs in Health Science Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Phy 420</td>
<td>Advanced Physiology for Nurses (G)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 533</td>
<td>Advanced Medical-Surgical Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 542</td>
<td>Advanced Medical-Surgical Nursing Practicum I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Nur 542</td>
<td>Advanced Medical-Surgical Nursing Practicum II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Nur 526</td>
<td>Perspectives in Psychiatric-Mental Health Nursing Throughout the Life Cycle: (A) Concepts of Development: Assessment</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 526</td>
<td>Perspectives in Psychiatric-Mental Health Nursing Throughout the Life Cycle: (B) Theoretical Framework for Family Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 526</td>
<td>Perspectives in Psychiatric-Mental Health Nursing Throughout the Life Cycle: (C) Concepts of Psychodrama</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 526</td>
<td>Perspectives in Psychiatric-Mental Health Nursing Throughout the Life Cycle (G)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Nur 526</td>
<td>Theories of Communication and the Relationship to the Health of Society</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Programs of Study

Admission for Postbaccalaureate Studies or Non-degree Status. A student who is a graduate of an accredited school of nursing may be admitted in a non-degree or postbaccalaureate status. This classification can be used by students who want to take course work but do not wish to pursue a degree and, in certain instances, can be used for the student attempting to remove deficiencies and/or to raise grade point average. Courses taken while the student is in this classification carries no commitment that any credit earned may later apply toward a graduate degree. A completed non-degree application must be filed with the Registrar by the 15th of the month prior to the planned term for admission.

Application for Study Toward a Graduate Degree. Graduation from a nationally accredited school of nursing with a baccalaureate degree showing an upper division nursing major including community health nursing is required. A cumulative undergraduate grade point average of 2.75 is required.

The Graduate Program Committee and the Graduate Council review requests for transfer from post baccalaureate or non-degree status to regular graduate standing.

Pre-entrance Examination. The Graduate Record Examination is required.

Study Program and Lead. Graduate students beginning studies toward a degree are expected to make a tentative plan of program with their faculty advisor. The program is at least four quarters in length. Additional terms may be necessary. This allows sufficient time for completion of the thesis or clinical investigation. Nine hours per term is the minimum number of hours qualifying the student for full-time study.

Grade Requirement. A graduate student is required to earn at least a B grade average to qualify for a graduate degree. A grade-point average of less than 3.00 at any time during the student's graduate studies is considered unsatisfactory and may result in disqualification.

Graduate Courses. All courses numbered in the 500s carry graduate credit, as do those in the 400s which have been approved by the Graduate Council. Approved courses in the 400s are designated by (G) or (g) following the course title. Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor only.

Extended Campus Graduate Courses. Graduate students, with the consent of their advisers, may take cognate courses for graduate credit at Portland State University. Such courses are not to support and enhance the major, contribute to a minor. Graduate credit is not allowed for correspondence courses.

Transfer Credit. A maximum of 15 term hours earned in graduate courses at other accredited institutions may be counted toward the minor under the following conditions:

- Be eligible for Oregon licensure. Applicants with a lower grade point average or deficiencies will be advised regarding supplementary courses as a means of providing evidence of ability.
- An applicant with a lower undergraduate grade-point average, or with deficiencies, or with a record of graduate study at another institution below acceptable university standards will be advised regarding supplementary study as a means of providing evidence of ability. Professional standing is occasionally granted as a temporary classification if the applicant must complete supplementary work prior to beginning graduate studies.
- Applicants for admission to the Graduate Program are reviewed by an Admissions Committee, the Graduate Council of the University of Oregon Health Sciences Center, and the Dean of the School of Nursing. Notice of acceptance is sent by the Registrar. A personal interview is desirable prior to admission and may be arranged by writing or telephoning the School of Nursing. All application materials must be filed with the Registrar's Office.
In addition to the above, seminars are offered in the Department of Medical Psychology.

The School of Medicine schedule differs from that of the School of Nursing, hence students should plan to start these courses according to the School of Medicine calendar. Registration follows the School of Nursing calendar.

1. Programs

- **Nur 506 Psychiatric-Mental Health Nursing:** Practicum: (A) Assessment of Psychosocial Development Tasks, 3-5 hrs
- **Psychiatric-Mental Health Nursing: Practicum:** (B) Involvement with Families in Health Care, 3-5 hrs
- **Psychiatric-Mental Health Nursing: Practicum:** (C) Assessment and Intervention in Psychopathology, 3-5 hrs
- **Psychiatric-Mental Health Nursing: Practicum:** (D) Involvement with Communication Patterns, 3-5 hrs

2. Effective Courses:

- With the assistance of an adviser, the student chooses sufficient electives to complete major requirements. Additional courses or terms will be needed by those preparing for:
  - 1. functional areas such as teaching, supervision or administration
  - 2. clinical expertness
  - 3. the extended or expanded role of the nurse

3. At Portland State University:

   a. Consult an adviser and the registrar about applying for Portland State University for authorization to enroll for graduate courses that apply toward the minor. Suggested fields for the minor:
      - Anthropology
      - Business Administration
      - Education
      - Psychology
      - Public Administration
      - Sociology

   b. Some combinations are possible, but at least nine hours are required in one discipline.

4. Language Requirement

   - There is no foreign language requirement.

   - **Time Limit:** All requirements must be completed within a period of seven years. Programs which extend more than three years will be reviewed in the light of current requirements. Part-time students should anticipate that they may need to supplement their programs with further courses. Most students require at least one calendar year or more to complete the program.

   - **Thesis or Clinical Investigation:** The candidate for the Master of Science degree presents a thesis, and the candidate for the Master of Nursing degree presents either a thesis or a clinical investigation, representing the results of research in an area of nursing interest. The research is conducted, and the report prepared under the supervision of a faculty advisor selected by the student. General instructions on the preparation of the report may be obtained from that advisor. The report must be accepted by the Examining Committee consisting of the adviser and two readers, by the Dean of the School of Nursing, and by the Graduate Council of the University of Oregon Health Sciences Center. All theses and clinical investigations must be completed and submitted to the Graduate Council six weeks before graduation.

   - **Oral Examination:** The student is required to defend the thesis in a public oral examination, conducted by a committee appointed by the Chairman of the Graduate Program. Included in this committee are the student's adviser and two readers, and a representative of the Graduate Council from outside the faculty of the School of Nursing. The oral examination is scheduled at some period two weeks after submission of the thesis to the Examining Committee, and at least ten days prior to Commencement. Theses must be presented to the Office of the Chairman of the Graduate Council by May 1 of the academic year in which the degree is to be awarded. However, these may be submitted and oral examinations scheduled at any time during the academic year.

   - Four bound copies of the report are filed: one is retained by the School of Nursing; two are filed in the Library, and one is returned to the student.

   - **Clinical Investigation:** The student who has completed a clinical investigation is expected to report the study to a graduate research seminar. The study must be accepted by the adviser and two readers, by the Dean of the School of Nursing and by the Graduate Council. Four bound copies of the report are filed: one is retained by the School of Nursing; two are filed in the Library, and one is returned to the student.
Nursing Courses

Nur 111 Backgrounds for Nursing 3 hours fall or spring
The historical backgrounds of modern social and health movements; the relation of these to the evaluation of nursing as a profession. Olsen and Cory

Nur 198 Special Studies 2 hours any term, hours to be arranged
Introduction to Professional Interaction. Introduction to the study of some behavioral concepts basic to meeting the psycho-social needs of man; introduction of five core concepts: communication, milieu, meaning of behavior, therapeutic use of self and groups, provides a theoretical framework for the nurse to function in order to utilize self and skills most effectively in intervention; and to integrate functions with those of the medical staff, social workers, psychologists, and allied health personnel in providing optimum health care. Love and Robinson.

Nur 250 Nursing Science I 2 hours fall
Study of professional nurses' responsibility for care of people on the health-illness continuum. Introduction to the nursing process and health care delivery systems. Stone and Duffield

Nur 251 Clinical Experience In Nursing 4 hours fall or winter
Development and application of individual motor and cognitive concepts and skills utilized for intervention in nursing care situation. 12 hours laboratory per week including conference. Offered concurrently with Nur 254. Stone, Duffield, and staff

Nur 252 Nursing Science II 2 hours winter
Study of systems theory as a framework for understanding physiological, psychological, and sociological concepts essential to planning nursing care. Duffield and Stone

Nur 253 Clinical Experience In Nursing 4 hours fall or winter
Focus on the development of communication and interpersonal relationship skills essential to nursing. Opportunity for experience in selected environments. 12 hours laboratory per week including conference. Offered concurrently with Nur 254 or Nur 252. Duffield, Olsen, Michaelson, Love, Fisher, Singlet.

Nur 254 Nursing Science III 4 hours spring
Theoretical basis for physical, social, and psychological assessment as a foundation for developing and implementing a plan of nursing care. Includes basic concepts from pathophysiology and psycho-pathology. Stone and Duffield

Nur 255 Clinical Experience In Nursing 8 hours spring
Application of knowledge and skills used in physical and psychological assessment of individuals. Collection and organization of demographic data as a basis for planning and implementing nursing care. 12 laboratory hours per week including conference. Offered concurrently with Nur 254. Stone, Duffield, and staff.

Nur 256 Special Studies 2 hours any term, hours to be arranged
Professional interaction. A study of those behavioral concepts basic to meeting the psychosocial needs of man; introduction of five core concepts: communication, milieu, meaning of behavior, therapeutic use of self and groups, provides a theoretical framework for the nurse to function in order to utilize self and skills most effectively in intervention; and to integrate functions with those of the medical staff, social workers, psychologists, and allied health personnel in providing optimum health care. Love and Robinson.

Nur 257 Modern Nursing Problems 2 hours any term
Current aims and problems of nursing.

Nur 327 Psychiatric Nursing 5 hours any term
Study of the etiology, symptomatology, and therapy methods as they relate to the nursing care of psychiatric patients in the hospital and community setting. Lectures, seminars, role playing and patient interviews. Offered concurrently with Nur 315, Market and D. Schmidtler (not offered after spring term 1976)

Nur 328 Clinical Experience In Psychiatric Nursing 8 hours any term
Supervised clinical experience in the development of nursing interventions and therapeutic nurse-patient relationships; evaluation of this process in individual and group interactions. Planned experience in outpatient clinic, family interviews, team meetings of hospital staff and community agencies, and clinical conferences. Laboratory, 10 hours per week. Hockett, Olsen, D. Schmidtler, Tomlinson (Not offered after spring term 1976)

Nur 350 Family Nursing 4 hours any term
Family centered care of infants, children, and adolescents with pathophysiological and psychosocial adjustment problems. Nursing care of the well child in the community is also included. Application of principles of growth and development is stressed. Six to fifteen hours clinical experience per week including conference. Offered concurrently with Nur 355 and Nur 350 or 352. Jones, Logan, Heinle, McGuin, French
Nur 356 Family Nursing: The Child-Rearing Family 3 hours, any term
Concepts and principles relating to the care of infants, children, adolescents, and their families in illness and health. Pathopsychological and psychosocial problems and child health maintenance are emphasized. Offered concurrently with Nur 350 and Nur 350 or 352. Prerequisite: Human Growth and Development, preferred as a prerequisite but may be taken concurrently. Content pertinent to the child rearing and nurturing family requires that the student registered in Nur 350, register for Nur 356 in a subsequent quarter. Jones and staff

Nur 357 Clinical Experience in Nursing: The Maturing Family 3 hours, any term
Clinical experiences in the processes of assessment, intervention, and evaluation of adult health care. Six to fifteen hours of clinical experience per week, including conference. Offered concurrently with Nur 356. Walth, Young, Jordan, Ballard

Nur 358 Family Nursing: The Maturing Family 3 hours, any term
Concepts and principles relating to the care of young, middle-age, and older individuals and their families in illness and health. Pathopsychological and psychosocial problems are emphasized. Offered concurrently with Nur 356 and Nur 350 or 352. Prerequisite: Human Growth and Development, preferred as a prerequisite but may be taken concurrently. Content pertinent to the child rearing and nurturing family requires that the student registered in Nur 350, register for Nur 356 in a subsequent quarter. Walth and staff

Nur 405 Readings and Conference Any term, hours to be arranged
Nur 406 Special Problems in Nursing Any term, hours to be arranged
Nur 407 Seminar Any term, hours to be arranged
Nur 408 Workshop Any term, hours to be arranged
Nur 415 Patterns of Organization for Nursing Leadership 3 hours, any term
Principle of processes related to nurses' changing role and responsibilities for leadership in the delivery of health care systems. Concepts include the nursing appropriate to various patient situations, and the integrative role functions. Study of organizational, legal, administrative procedures and evaluative measures. Offered concurrently with Nur 416, Nur 419, Flood and staff. (Not offered after spring term 1976)

Nur 416 Advanced Clinical Experience 8 hours, any term
Experiences in application of leadership skills in hospital, clinic and community settings. Students select experience in settings of interest to gain increased knowledge and skill in a specialty area. Development of an investigative approach to analyzing clinical problems is required. Laboratory, 24 hours per week. Offered concurrently with Nur 415, Nur 419, Ethert, Flood, Cate, Schantz. (Not offered after spring term 1976)

Nur 417 Perspectives in Nursing 2 hours, any term
The nature of professional responsibilities and privileges as applied to nursing: social organization, legal controls, and continuing opportunities in practice and education. Schantz

Nur 419 Leadership Responsibilities in Nursing 2 hours, any term
Exploration of the expanding roles of nurses: analyses of complex nursing situations requiring application of pathophysiological concepts for performing and supervising care of patients. Conferences emphasize problem-solving and utilization of group process. Offered concurrently with Nur 415, Nur 416, Ethert. (Not offered after spring term 1976)

Nur 450 Nursing Science VI 3 hours, summer or winter
Review of selected nursing research to gain an appreciation of its contribution to changing health care practices. The study of methods to analyze community health care systems as a basis for defining and investigating health care problems. Prerequisite: Nur 320, Schindler, Eishein and Flood. (Not offered before spring term 1976)

Nur 451 Principles of Teaching 3 hours to be arranged, any term
The nature of the learning process, analysis of situations within the professional-educational environment, and organization of materials appropriate to teaching. Games

Nur 452 Nursing Science VII 3 hours, fall or spring
Continuation of Nur 450 with students carrying on the investigation of a health care problem and relating the findings in nursing practice. The study is presented and critiqued in a peer group. Prerequisite: Nur 450. Schindler, Eishein, and Flood. (Not offered before spring term 1976)

Nur 453 Clinical Experience in Community Nursing Part I 6 hours, summer or winter
Provides nursing care of individuals, families, and groups in a variety of community settings. Emphasis on nursing responsibility for health counseling, maintenance and prevention which includes concern for emotional, social, and physiological health. Eighteen hours per week including conference. Offered concurrently with Nur 454. Markel and staff. (Not offered before spring term 1976)

Nur 454 Community Nursing Part I 3 hours, summer or winter
The study of community health care delivery systems which provide opportunity for the nurse to fulfill her commitment for health counseling, health maintenance, and prevention of illness. Market and Staff. (Not offered before spring term 1976)

Nur 455 Clinical Experience in Community Nursing Part II 6 hours, fall or spring
Opportunity for application in the larger community setting of principles and concepts from previous background and from Community Nursing Part I. Experience in dependent, independent, collaborative, teaching, and leadership roles for the improvement of collaborative health, Eighteen hours per week including conference. Offered concurrently with Nur 456. Prerequisite: Nur 453 and Nur 454. Eishein and staff. (Not offered before spring term 1976)

Nur 456 Community Nursing Part II 3 hours, fall or spring
A continuation of Nur 454 with the focus on the principles pertinent to the nurse's changing responsibilities for leadership in the delivery of health care. Presentation of concepts and methods of competency assessment in community comprehensive health planning, development of multi-disciplinary teams, evaluation of health care systems effectiveness, and discussion of the influence of changing health care systems effectiveness, and discussion of the influence of changing health legislation and social policy. Prerequisite: Nur 453 and Nur 454. Eishein and staff. (Not offered before spring term 1976)

Nur 457 Selected Experiences in Nursing 6 hours any term
Clinical application of concepts and principles in the student's selected specialty area of nursing. Eighteen hours of clinical experience per week including conference. Offered concurrently with Nur 456. Prerequisite: Nur 350 through 358. Ethert and staff. (Not offered before spring term 1976)

Nur 458 Nursing Issues 3 hours, any term
A course designed to provide the student with an opportunity to develop in an area of concentration in nursing and to examine the effects of legislation, ethics, social policy, and health care delivery on the area selected. Prerequisite: Nur 305 through 358. Ethert and staff. (Not offered before spring term 1976)

Nur 461 Methods of Clinical Instruction (G) 3 hours any term
Planning and selection of learning experiences for clinical nursing; instructional strategies including different methods and techniques; methods of evaluating learning achievement in relation to clinical objectives. Open to undergraduate seniors with permission. Prerequisite: A course in Principles of Teaching. Ethert

Nur 462 Organization of Schools of Nursing (G) 3 hours to be arranged, any term
The philosophy and objectives of the modern school of nursing; organization patterns; support and control; professional accreditation and legal approval; faculty qualifications, organization, and responsibilities; student selection, guidance, and welfare; facilities for conducting a school. Boyle and staff.
### Description of Courses

**Nur 483 Community Health Nursing** 3 hours any term
The study of the contributions of nursing and its interrelatedness to health care services. Guided study assists students to identify the application of concepts from the fields of genetics, nutrition, gerontology, school and occupational health to comprehensive health planning in the community. Offered concurrently with Nur 444 and Goun 407. Prerequisites: Nur 333 and senior standing. Eisenbach and staff. (Not offered after spring term 1976)

**Nur 484 Clinical Experience in Community Health Nursing** 8 hours any term
Application of the principles and skills of nursing, communication, organization, and administration to work with individuals and groups in the community. Supervised experiences in selected community health services. Laboratory, 24 hours per week. Eisenbach, Mackenzie, Steyant, and Yustin, Foggs, Parker (Not offered after spring term 1976)

**Nur 485 Public Health Nursing** 4 hours any term
Study of family dynamics affecting parent-child-school relationships to determine the nursing responsibility for health counseling. Lectures, demonstrations in family education, centers and practice with interviews and discussion methods. Offered concurrently with Nur 483 and Nur 484, Eisenbach and staff. Not offered 1975-76

**Nur 501 Research: Clinical Investigation** Any term, hours to be arranged; 9 hours maximum credit. Staff

**Nur 503 Research: Thesis** Any term, hours to be arranged; 9 hours maximum credit. Staff

**Nur 505 Reading and Conference** Any term, hours to be arranged

**Nur 507 Seminar** Any term, hours to be arranged
Research Seminar. Any term, hours to be arranged. Non-credit Seminar is offered each quarter and designed to assist the student during the conceptual planning, preparation, and final reporting of the thesis or clinical investigation. Attendance is required during the first quarter of registration for Nur 501 or Nur 563 and constitutes partial fulfillment of the requirements of the thesis or clinical investigation. Prerequisites: for seminar include formal presentation and defense of the thesis or clinical investigation proposal and formal presentation of the completed study. Rawlinson and staff

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur 523</td>
<td>Advanced Medical-Surgical Nursing</td>
<td>3 hours fall and spring</td>
<td>Study of the changes in nursing practice; implications for accountability for primary care and opportunities for nurse specialist and nurse clinician roles. Emphasis is given to rationale for nursing care plans for levels of prevention, maintenance of health and rehabilitation based on concepts from medical genetics, immunology and nutrition. E. Schnidler</td>
<td>Any term</td>
</tr>
<tr>
<td>Nur 525</td>
<td>Perspectives in Psychiatric-Mental Health Nursing Throughout the Life Cycle</td>
<td>3 hours, each term</td>
<td>Perspectives in Psychiatric-Mental Health Nursing Throughout the Life Cycle: (A) Concepts of Developmental Assessment</td>
<td>3 hours Utilization of designated psycho-social theories in relation to human personality and environmental interaction and the nursing process as a framework for intervention. Market, Olsen, Amundson</td>
</tr>
<tr>
<td>Nur 531</td>
<td>Research Methods: Fundamental Statistical Methods</td>
<td>3 hours any term</td>
<td>Survey of elementary statistical methods necessary for research. Including measurement, central tendency, variability, probability, sampling, correlation, t-test, chi square, ANOVA and nonparametrics. Phillips</td>
<td>Any term</td>
</tr>
<tr>
<td>Nur 533</td>
<td>Research Methods</td>
<td>3 hours, fall and summer</td>
<td>Basic knowledge and skills for conducting a research project. Topics covered include the factors associated with defining a research problem, the means of collecting data, the logic of the analysis and interpretation of the data and the reporting of the conclusions. Rawlinson</td>
<td>Any term</td>
</tr>
<tr>
<td>Nur 540</td>
<td>Advanced Medical-Surgical Nursing: Practicum</td>
<td>4 hours any term</td>
<td>Nursing practice 12 hours per week (to be arranged). The laboratory course emphasizes the synthesis and application of advanced theories, research principles, and concepts of medical-surgical nursing applied to comprehensive patient care. Objective analysis, evaluation, and reporting are emphasized both in terms of oral seminar report and written clinical investigative studies which can provide the basis for the thesis or field study. Prerequisite: Nur 523. E. Schnidler and Berger</td>
<td></td>
</tr>
<tr>
<td>Nur 542</td>
<td>Advanced Medical-Surgical Nursing: Practicum</td>
<td>4 hours any term</td>
<td>This is the second laboratory course in the advanced medical-surgical nursing sequence. Students will demonstrate mastery of knowledge and concepts of medical-surgical patient care. It is required preparation for teaching, supervision, or further nursing specialization. Prerequisite: Nur 523. Nur 540 and consent of instructor, E. Schnidler and Berger</td>
<td></td>
</tr>
<tr>
<td>Nur 543</td>
<td>Cardiac Intensive Care Nursing</td>
<td>3 hours any term</td>
<td>Study of coronary artery disease etiology, pathology, clinical manifestations, electrocardiography, arrhythmias, recognition of complications; nursing care, current trends in medical and surgical treatment of cardiac conditions. Staff</td>
<td>Any term</td>
</tr>
<tr>
<td>Nur 546</td>
<td>Gerontological Nursing</td>
<td>3 hours any term</td>
<td>Research findings which identify changes due to aging in their applications to complex nursing problems encountered in the maintenance of health and restoration of maximum function of the aging. Staff</td>
<td></td>
</tr>
<tr>
<td>Nur 554</td>
<td>Psychiatric Mental Health Nursing: Practicum</td>
<td>3-6 hours, each term</td>
<td>Psychiatric-Mental Health Nursing: Practicum: (A) Assessment of Psychosocial Developmental Tasks. 3-6 hours investigative study of psychosocial developmental tasks throughout the life cycle as utilized in a nursing care framework for promotion of health. Students practice preceptorship by nursing and psychology faculty. Market and Staff, Stolzberg and Staff</td>
<td></td>
</tr>
</tbody>
</table>

Nursing
Nutrition 576 Practice Teaching
Nutrition 575 Guidance Programs in Schools of Nursing
Clinical experiences in community settings where the nurse has an opportunity to understand, interpret, and assist clients toward effective communication. Establishment of support systems for individuals with special problems in personal and life styles. Students participate under the supervision of nursing and psychology faculty, Market and staff. Shone and staff

Psychiatric Mental Health Nursing Practicum: (0) Involvement with Communication Patterns 3-6 hours
Clinical experiences in community settings where the nurse has an opportunity to understand, interpret, and assist clients toward effective communication. Establishment of support systems for individuals with special problems in personal and life styles. Students participate under the supervision of nursing and psychology faculty, Market and staff. Shone and staff

Psychiatric Mental Health Nursing Practicum: (0) Assessment and Intervention in Psychotherapy 3-6 hours
Clinical experiences in effecting changes and alleviating human distress in a variety of adjustment difficulties. Implementation encompasses induction of community, social, situational, and family resources as well as individual growth needs. Students participate under the supervision of nursing and psychology faculty, Market and staff. Shone and staff

Nur 577 Selected Topics in Schools of Nursing 3 hours any term
Analysis of selected issues and interrelationships in curriculum development and supervision. Among the areas of curriculum development are: the relationship of curriculum and instruction, and the influence of the curriculum on how nurses define and relate to their knowledge. Gains

Nur 578 Laboratory in Instruction Design and Management 3 hours, to be arranged, any term
Using the facilities of the School's Learning Resources Center, this laboratory course provides those learning experiences essential to enable the student to design and manage the basic instructional system, development, evaluation, and financial components of a health sciences training resource program. Miller and staff

Nur 579 Evaluation Methodologies in Schools of Nursing 3 hours, spring
Analysis of roles and methodologies in evaluation in nursing programs. Includes exploration of evaluation models and methodologies potentially applicable to defined program or individual areas of concern as well as consideration of broader issues such as accountability, external and internal evaluation, and relationships between research and evaluation design. Gains and Miller

Nur 580 Laboratory in Instructional Technology Systems 3 hours, to be arranged, any term
The School's Learning Resources Center is employed as the laboratory setting in which principles of instructional technology design are applied to actual instructional settings. The laboratory provides discussion and practice in the planning, implementation, and management of educational and instructional objectives related to learning and performance. Miller and staff

Nur 581 Curriculum Development in Schools of Nursing 3 hours, spring
An analysis of role and methodology of evaluation in nursing programs. Includes exploration of evaluation models and methodologies potentially applicable to defined program or individual areas of concern as well as consideration of broader issues such as accountability, external and internal evaluation, and relationships between research and evaluation design. Gains and Miller

Psychology of Health Nursing Practicum: (0) Involvement with Communication Patterns 3-6 hours
Clinical experiences in community settings where the nurse has an opportunity to understand, interpret, and assist clients toward effective communication. Establishment of support systems for individuals with special problems in personal and life styles. Students participate under the supervision of nursing and psychology faculty, Market and staff. Shone and staff

Sociology of Health 3 hours, spring
Provides a sociological perspective and interpretation for such facets of the institution of medicine as social definitions of health; illness and the patient role; the recruitment, training, and formal organization of health professionals; patient-practitioner relationships, the social structure and culture of such health organizations as the hospital; problems of delivery of health care services. Brown

Somatic Psychology 3 hours, spring
Exploration of the relationship existing between physical and behavior; the process whereby a person with an atypical physique may develop a disability; the factors involved in psychological adjustment to disability; introduction to the primate and neuropharmacology of bioenergetics. Rawlinson

Psychology of Health Nursing Practicum: (0) Involvement with Communication Patterns 3-6 hours
Clinical experiences in community settings where the nurse has an opportunity to understand, interpret, and assist clients toward effective communication. Establishment of support systems for individuals with special problems in personal and life styles. Students participate under the supervision of nursing and psychology faculty, Market and staff. Shone and staff

Nur 583 Theories and Techniques of Behavior Modification 3 hours any term
Theories of behavior modification are reviewed and related to its foundation in basic learning principles. Broad areas of problems behavior that are frequently encountered in clinical settings are surveyed. Provision is made for practice within and outside classes formulating and executing treatment plans to modify selected target behavior. Rawlinson

Nur 584 Guidance Programs in Schools of Nursing 3 hours any term
The organization of guidance programs in schools of nursing, and outside class formulating and executing treatment plans for problem behavior that are frequently encountered in clinical settings. Berger and Gaines

Nur 585 Practice Teaching 3 hours, to be arranged, any term
Supervised experience in teaching in the classroom and in clinical services. Laboratory 9 hours per week. E. Schindler and staff

Science Courses

Anatomy and Physiology 4 hours, winter
An introduction to anatomy and physiology covering essential aspects of gross and microscopic structural characteristics as well as functional attributes of the skeletal, neuromuscular, cardiovascular and respiratory systems. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisites: An-Phy 211, Brookhart, Keys, McCloud

General Microbiology 3 hours, fall
A study of the general characteristics of bacteria and other organisms that cause disease, their behavior as disease agents, and the factors involved in resistance to infection. The application of these studies to the diagnosis, prevention, and treatment of infectious diseases. Lectures 2 hours; laboratory, 3 hours, 12 weeks. Meyer

Organic and Biochemistry 3 hours, fall
An introduction to the biology of the organic and biochemical processes that underlie the functioning of the body. Emphasis is placed on the biochemical basis of nutrition, growth, and development. Prerequisites: BIO 201, 202, 203

Pharmacology 3 hours, spring
General principles of drug action and the pharmacological properties of the major drug classes as the basis of the therapeutic and adverse effects of commonly used drugs. Lectures, 3 hours. Riker and staff

Anatomy and Physiology 4 hours, winter
An introduction to anatomy and physiology covering essential aspects of gross and microscopic structural characteristics as well as functional attributes of the skeletal, neuromuscular, cardiovascular and respiratory systems. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisites: Ch 101, 102, 103, or 104, 105, 106; Ch 211 Organic and Biochemistry. Brookhart, Keys, McCloud

Biochemistry 3 hours, winter
An introduction to the biology of the organic and biochemical processes that underlie the functioning of the body. Emphasis is placed on the biochemical basis of nutrition, growth, and development. Prerequisites: BIO 201, 202, 203

Anatomy and Physiology 4 hours, spring
The course is sequential to An-Phy 211. Emphasis is placed on homeostatic control mechanisms and functional interrelationships between interacting systems. Topics covered include: gastrointestinal, renal, endocrine, and reproductive systems. Emphasis is also placed on fluid-electrolyte and acid-base balance. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisites: An-Phy 211, Brookhart, Keys, McCloud

Microbiology 3 hours, fall
An introduction to the biology of the organic and biochemical processes that underlie the functioning of the body. Emphasis is placed on the biochemical basis of nutrition, growth, and development. Prerequisites: BIO 201, 202, 203

Biochemistry 3 hours, winter
An introduction to the biology of the organic and biochemical processes that underlie the functioning of the body. Emphasis is placed on the biochemical basis of nutrition, growth, and development. Prerequisites: BIO 201, 202, 203
Courses required of students majoring in nursing offered concurrently through Portland State University/Division of Continuing Education.

Anth 301 Social and Cultural Anthropology 3 hours spring
Development of cultural theory; ethnographic data and its utilization; analysis of cultural phenomena and social systems; the interrelationship of psychological, social and cultural phenomena; processes of culture change. Prerequisites: Anth 101, 102, and 103; or consent of instructor.

Coun 407 Seminar: Family Counseling 3 hours fall, winter, and spring
Interdisciplinary approach to the study of child behavior and personality development of school age children. Counseling approaches are presented to parents, teachers, and other adults to assess attitudes currently influencing adolescent behavior.

Pay 354 Psychology as a Social Science 3 hours fall
Introduction to the field of psychology with major emphasis on what psychological findings can currently contribute to our understanding of human behavior on a social level. Includes extensive coverage of personality and social psychology. Recommended as a first course for both majors and nonmajors.

Pay 205 Psychology as a Natural Science 3 hours winter
Methods and criteria by which experimental psychology makes observations and constructs theories. Basic findings in physiological psychology, perception, leaning, thinking, and motivation.

Pay 211 Human Development 3 hours fall, winter, spring
Development of the child as an individual and as a member of social groups. Includes a comparative study of different home and school environments as they influence the psychological growth of the child. Field projects supplement the class work. Prerequisite: 3 credits in 200-level psychology.

Sec 205 General Sociology 3 hours fall, winter
This basic findings of sociology concerning the individual, culture, group life, social institutions, and factors of social change.

Wr 323 English Composition 3 hours winter and spring
The principles and forms of composition, including the library research paper; effective expression of the student's ideas through impromptu and prepared essays on topics of some importance. A mastery of the basic mechanics of English expression is presupposed. Prerequisite: Wr 111.

These courses or their equivalent may be completed prior to admission to the School of Nursing, with the exception of Coun 407.
School of Nursing Faculty*

Mary J. Amundson, Ph.D., Assistant Professor of Psychiatric Nursing (1974).

Ronni Ballard, M.A., Assistant Professor of Medical and Surgical Nursing (1966).
S.S.N (1960), Mississippi; M.A. (1966), University of Washington.

Marie Berger, M.S., Assistant Professor of Medical and Surgical Nursing (1973).
Diploma (1940), St. Louis City Hospital, St. Louis, Mo.; B.S. (1946), Halsey; M.S. (1950), Oregon.

Jean Boyle, M.N., Professor of Nursing; Dean (1958).

Leonie Schneiderle Breid, M.S., Instructor in Medical and Surgical Nursing (1972).

Julia Brown, Ph.D., Associate Professor of Sociology and Adjunct Professor of Sociology; Portland State University (1972).

Catherine Burns, B.S., Instructor in Pediatric Nursing; Pediatric Nurse Practitioner (1974).

Marcella Cate, M.S., Associate Professor of Medical and Surgical Nursing (1966).
Diploma (1941), Eachels Field Hospital, Eachels Falls, Minn.; B.S. (1964), M.S. (1967), Oregon.

Joyce Colling, M.S., Assistant Professor of Medical and Surgical Nursing (1964).

Virginia Jean Cory, M.S.N., Assistant Professor of Medical and Surgical Nursing (1968).
Diploma (1947), Flower-Fifth Avenue School of Nursing, New York; B.S. (1961), St. Louis, M.S.N. (1968), Catholic University.

Rick Buffum, M.S., Instructor in Psychiatric Nursing (1973).
B.S. (1968), Lone sidelines; B.S. (1969), U.C.L.A.

Mary Grimm Duncan, M.S., Assistant Professor of Maternity Nursing (1967).
Diploma (1962), Marywood; B.S. (1963), Fort Hays; M.S. (1964), Oregon.

Viola Eisenbeis, M.S., Assistant Professor of Public Health Nursing (1963).
Diploma (1957), Portland Sanitarium and Hospital School of Nursing; B.S. (1964), Western Washington University; M.A. (1965), Oregon.

Dorothy Elhart, M.S., Associate Professor of Medical and Surgical Nursing (1941).
Diploma (1931), Good Samaritan Hospital, Portland, B.S. (1958), Lewis and Clark; M.S. (1962), Oregon.

B.S. (1972), Oregon.

Carol Flood, M.N., Instructor in Medical and Surgical Nursing (1974).


Madeline Friesa, M.S.N., Instructor in Medical and Surgical Nursing (1973).
B.S. (1948); Oregon; M.S.N. (1970), Marquette.

Barbara Gaines, D.E.D., Associate Professor of Nursing (1973).

Diploma (1946), Good Samaritan Hospital, Seattle; B.S. (1950), University of Washington; M.N. (1951), University of Washington.

Marsha Heims, M.S., Instructor in Pediatric Nursing (1974).
B.S. (1968); Oregon; M.N. (1973), Arizona.


Diploma (1947), Knox; B.S. (1958), Oregon; M.N. (1960), University of Washington.

Carol Along Jones, M.S., CHNA, Instructor in Maternity Nursing Perinatal Medicine (1974).

Bertha Jones, M.N., Associate Professor of Psychiatric Nursing (1963).
Diploma (1944), Harlem Hospital, Portland, B.S. (1967), Oregon; M.N. (1968), University of Washington.


B.S. (1966), Oregon.

Edith Lynn Lowenthal, M.N., Instructor in Medical and Surgical Nursing (1972).
B.S. (1963), Colorado; M.N. (1972), University of Washington.

Mary Lu Love, M.S., Assistant Professor of Psychiatric Nursing (1973).

Charlotte Merhart, M.S.N., Associate Professor of Psychiatric Nursing (1963).
S.S.N. (1958), Carroll; M.S.N. (1963), Catholic University.

B.S. (1973), Oregon; M.S. (1975), California (San Francisco).


Darlene E. McCown, M.N., Assistant Professor of Pediatric Nursing (1972).
B.S. (1964); M.V. (1967), University of Washington.

James E. McDonald, B.S., Instructor in Medical and Surgical Nursing Learning Resource Center Project (1974).

B.S. (1964), Seattle; M.S. (1968), California (San Francisco).

Phyllis Michaelson, M.S., Assistant Professor of Medical and Surgical Nursing (1963).
B.S. (1953), Marquette; M.S. (1960), Oregon.

Gerald Millar, Ph.D., Professor of Educational Research; Director, Prose and University Medical-Surgical Nursing (1972); Associate Professor of Medical Psychology, U.S.M. (1977), and Visiting Professor of Curriculum and Instruction, School of Education, Portland State University (1974).
B.S. (1942), Wisconsin State; Ph.D. (1947), Wisconsin.

Karen Miescke, M.N., Associate Professor of Community Health Nursing (1973).

Loretta Myers, M.S., Associate Professor of Maternity Nursing (1972).
B.S. (1963), Portland; M.V. (1964), Colorado.

Maria Olan, M.S., Associate Professor of Psychiatric Nursing (1970).
Diploma (1962), Columbia Hospital School of Nursing, Golden Falls; B.S. (1962), California (San Francisco).

Gail Olan, M.S., Associate Professor of Nursing (1943).

May Rawlinson, Ph.D., Associate Professor of Nursing (1976) and Associate Professor of Medical Psychology (U.O.M.S) (1970).

Marlys Raymond, M.N., Assistant Professor of Maternity Nursing (1964).

Mary Ann Rutledge, B.S., Instructor in Medical and Surgical Nursing (1972).
B.S. (1968); Portland; Leaves of Absence 1975-76.

Carol Travis Roberts, B.S., Instructor in Maternity Nursing (1974).

B.S. (1966), Oregon; M.S. (1968), Utah.

B.S. (1965), San Francisco; M.N. (1973), Oregon.
Administration and Faculty


Beulah Evelyn Schindler, M.A., Associate Professor of Medical and Surgical Nursing (1961). Diploma (1948), White Cross Hospital, Columbus, Ohio; B.S. (1963), California (San Francisco); M.A. (1962), University of Washington.

Doris Schindler, M.S., Associate Professor of Psychiatric Nursing (1964). Diploma (1942), Saint Peter's Hospital School of Nursing; B.S. (1960), Oregon; Post-Graduate, Psychiatric Nursing (1970), California (San Francisco).


Sandra Stone, M.S., Assistant Professor of Medical and Surgical Nursing (1971). B.S.N. (1966), University of Washington; M.S. (1968), Boston.


Ruth Wiens, M.S., Associate Professor, Assistant Dean (1972). Diploma (1959), St. Mary's Hospital School of Nursing; B.S. (1964), M.S. (1966), Oregon.

Shelley Young, M.S., Instructor in Medical and Surgical Nursing (1974). B.S. (1966), San Francisco; M.S. (1972), California (San Francisco).


Clinical Faculty

Jeanna Baer, B.S., Clinical Instructor in Nursing; Director of Nursing Service, Physicians and Surgeons Hospital (1974). Diploma (1967), Emanuel Hospital, Portland; B.S. (1971), Oregon.


Patricia L. Chadwick, M.S., Clinical Associate Professor of Psychiatric Nursing, Dean and Associate Professor of Nursing, School of Nursing, University of Portland (1973). B.S. (1968), Washington; M.N. (1970), Oregon.

Mary E. Collins, M.S., Clinical Assistant Professor of Nursing; Chief Nursing Service, Veterans Hospital (1972). B.S. (1949), Missouri; M.S.N. (1966), Washington University.

Alice Dalbain, M.S., Clinical Assistant Professor of Nursing; Director of Nursing Service, Meridian Park Hospital (1973). Diploma (1968), Emanuel Hospital School of Nursing; B.S. (1969), Oregon.

Beatrice Duffy, M.A., Clinical Assistant Professor of Nursing; Director of Nursing Service, Damascut Hospital (1970). Diploma (1944), Cook County School of Nursing, Chicago; B.S. (1945), Oregon; M.A. (1964), Teachers College.


Barbara Haist, M.S., Clinical Associate Professor of Nursing, Assistant Administrator, University Hospital North (1955). Diploma (1947), University of Oregon Department of Nursing Education; B.S. (1948), Oregon State; M.S. (1962), Oregon.

Helen Hill, B.S., Clinical Instructor in Public Health Nursing (Clackamas County Health Department) (1962). Diploma (1952), Good Samaritan Hospital, Portland; B.S. (1964), Oregon.

Patrice Hunsaker, B.S., Clinical Instructor in Nursing; Director of Nursing Service, Outpatient Clinic (1966). Diploma (1957), Good Samaritan Hospital, Portland; B.S. (1961), Oregon.

Doris Julian, M.N., Assistant Professor of Maternal Child Health; Project Training Director of Nursing at the University Affiliated Child Development and Retardation Center (1960). Diploma (1947), Hatfield; B.S. (1951), M.N. (1966), University of Washington.


Elaine Liu, Ph.D., Associate Professor of Nutrition (Crippled Children's Division) (1960). A.B. (1943), M.N. (1945), University of Washington.


Doris Murray, B.S., Clinical Instructor in Public Health Nursing (Marion County Health Department) (1967). Diploma (1965), Good Samaritan Hospital, Portland; B.S. (1965), P.H.N. (1965), University of Washington.


Gale Rankin, B.S., Clinical Assistant Professor of Nursing; Director of Nurses, University Hospital North (1950). Diploma (1944), University of Oregon Department of Nursing Education; B.S. (1955), Oregon.


Assistants to Clinical Instructors

University Hospital North


Muriel Bussman, R.N., Obstetrical Nursing. Diploma (1949), Essex Valley Hospital, Saint Paul, R.D.

Jean Caldwell, B.S., Medical Nursing. Diploma (1966), University of Oregon Department of Nursing Education; B.S. (1965), Oregon.


Andys Hokiee, B.S., Nursing Service. Diploma (1961), Minneapolis General Hospital School of Nursing; B.S. (1965), Oregon.


LeAnn Poole, R.N., Central Service. Diploma (1946), Trinity School of Nursing, Jamestown, N.D.

Shirley Schumann, R.N., Medical Nursing. Diploma (1943), University of Oregon Department of Nursing Education.

Bernice Seiler, B.S., Surgical Nursing. Diploma (1942), University of Oregon Department of Nursing Education; B.S. (1942), Oregon.


Dorothy Vossen, B.S., Nursing Service. Diploma (1960), Veteran's Hospital, Chicago.

Beverly Ward, B.S., Head Nurse. Diploma (1960), Minneapolis General Hospital School of Nursing; B.S. (1964), St. Olaf, Northfield.

Marilyn Warakime, R.N., Surgical Nursing. Diploma (1954), Deaconess Hospital, Spokane.


Dorothy Whitney, R.N., Nurse. Diploma (1962), Swedish Covenant Hospital, Chicago.


University Hospital South

Marion Allen, R.N., Post-Operative Thoracic Surgery. Diploma (1960), St. Michael's Hospital School of Nursing, Toronto, Ontario, Canada.

Annie Barrett, R.N., Patient Care Coordinator, Adults. Diploma (1960), St. Elizabeth, Milwaukee, Wis.

Peggy Dahms, R.N., Staff Development Coordinator. Diploma (1966), St. Charles Mercy Hospital, St. Johns, Newfoundland.

Lucille Darde, R.N., Medical Nursing. Diploma (1930), University of Oregon Department of Nursing Education.

Shirley Hew, R.N., General Medical Nursing. Diploma (1956), Good Samaritan Hospital, Baker, Ore.


Norma Kreader, R.N., Patient Care Coordinator. Diploma (1968), Providence Hospital, Portland.

Norma McBeth, R.N., Surgical Nursing. Diploma (1937), Mary.,

Mary McDonald, R.N., Patient Care Coordinator, Intensive Care Units. Diploma (1960), St. Joseph School of Nursing, Lewiston, Wash.


Janet McWayne, R.N., Pediatric Nursing. Diploma (1968), Good Samaritan Hospital School of Nursing, Portland.

Winne Maasch, R.N., Surgical Intensive Care Center. Diploma (1966), St. Agnes School of Nursing, Sioux City.

Donna Melf, R.N., Post-Operative Nursing. Diploma (1965), Good Samaritan.


Judith Page, B.S., Dialysis-Transplant Unit. B.S. (1968), Oregon.

Marion Page, R.N., Patient Care Coordinator, Adults. Diploma (1966), Sacred Heart Hospital, Spokane, Washington.

Marion Perez, R.N., Patient Care Coordinator. Diploma (1947), St. Joseph School of Nursing, Vancouver, Washington.

Sarah Peterson, R.N., Psychiatric Nursing Patient Care Coordinator. Diploma (1967), University of Oregon Department of Nursing Education.

Barbara Simpson, R.N., Pediatric Nursing. Diploma (1960), St. Alphonsus School of Nursing, Baisa.

Diane Spons, R.N., Cardiac Recovery Center. Diploma (1960), Mercy Hospital, Denver, Colo.

Wendell Tyler, M.S., Operating Room Nursing Coordinator. B.S. (1964), Oregon.

Sara Udovich, B.S., Patient Care Coordinator. Diploma (1952), Chicago Wesley Memorial Hospital; B.S.N. (1955), Northwestern University.

Joanne Weaver, R.N., Neurology Nursing. Diploma (1955), University of Iowa, Iowa City.


Betty Weible, B.S., Personal Coordinator. Diploma (1947), Emanuel Hospital, Portland, B.S. (1955), University of Washington.

Mary Howard, R.N., Patient Care Coordinator, Adults. Diploma (1962), St. Elizabeth's Hospital,6.3.

Jeanna Mally, B.S., Patient Care Coordinator, Adults. B.S. (1965), University of Washington.

Annette Molitor, R.N., Assistant Director of Nursing. B.S. (1960), University of Washington.


Nancy Shellabear, R.N., Patient Services Coordinator. Diploma (1962), University of Oregon School of Nursing.

Maryann Wallace, R.S., Operating Room. B.S. (1960), Fresno State.

Outpatient Clinic Services

Nancy Beshar, R.S., Dietary Department. B.S. (1944), Cornell; Dietetic Internship (1944), Michael Reese Hospital, Chicago.

Wanda Burga, B.S., Obstetrical and Gynecological Nursing. Diploma (1965), Chicago Wesley Memorial Hospital; B.S. (1966), Northwestern.

Nettie Jacob, B.S., Surgical Nursing. B.S. (1945), Portland.


Mary J. McIntyre, R.N., Medical Nursing. Diploma (1930), St. Anthony Hospital, Portland.

Ida Serverlin, R.N., Otolaryngology. Diploma (1926), Good Samaritan Hospital, Portland.

Carlene Squires, R.N., Ophthalmology Department. Diploma (1938), St. Mary's Hospital School of Nursing, Edmonton, 1nd.

Maxine Sutton, R.N., Dermatology. Diploma (1945), Allegheny General Hospital, Pittsburgh.

Physicians and Surgeons Hospital

Patti Bates, B.S., Medical Surgical Nursing. B.S. (1968), Oregon.

Sandra Elderog, R.N., Medical-Surgical Nursing. Diploma (1941), Emanuel Hospital.

Anne Hawkins, R.N., Medical-Surgical Nursing. Diploma (1939), Mount Sinai City Hospital.

Evelyn Kaperich, R.N., Medical Surgical Supervision. Diploma (1947), Emanuel Hospital.

Jane Smith, R.N., Medical-Surgical Nursing. Diploma (1945), Klahar Hospital.

St. Vincent Hospital

Hannah Berr, R.N., Medical Assistant Director. Diploma (1965), Emanuel.

Phyllis Johnston, R.N., Maternity Nursing. Diploma (1951), Emanuel Hospital School of Nursing.


Jean Sunders, B.S., Head Nurse, Operating Rooms. B.S. (1966), Portland.

Jane Smith, B.S.N., Director, Department of Nursing. B.S.N. (1948), Ohio State.

Rosemarie Walse, B.S., Surgical Assistant Director. B.S. (1946), St. Vincent Hospital.

Boa Kaiser Hospital

Delphine Bryan, R.N., Staff Nurse, 3 North. Diploma (1962), Lincoln General Hospital, Lincoln, Neb.

Esther Coffs, R.N., Obstetrical Nursing Coordinator. Diploma (1968), Sacred Heart Hospital, Seattle, Wash.

Margarette Feltman, R.N., Labor and Delivery Nursing Coordinator. Diploma (1954), Charity Hospital, New Orleans, La.

Louise Locy, R.N., Staff Nurse, 3 North. Diploma (1958), Emanuel Hospital, Portland.

Hazel Stewert, R.N., Nursing Services Director. Diploma (1952), Emanuel Hospital, Portland.

Iphene Stites, B.S., Nursing Coordinator. 1967, South Dakota State.

Veterans Administration Hospital

Kathleen Beardsley, B.S., Head Nurse Neurology Service. B.S. (1972), Buoy, S. Dak.


Jimmie Cox, R.N., Head Nurse, Orthopedic Service. Diploma (1946), Earle Hospital, Tex.

Jeannette Clark, R.N., Head Nurse, Head and Neck Service. Diploma (1966), St. Mary's Hospital, Minneapolis, Minn.

Virginia Del Togo, R.N., Head Nurse, Coronary Care Unit. Diploma (1959), Mother Hospital, New Orleans, La.


Louise Kinney, B.S., Surgical Supervisor. Diploma (1966), Sanborn County County Hospital, B.S. (1966), San Francisco College for Women.

Margaret E. Mehan, B.S., Head Nurse, Surgical Unit. 1960, University of Washington.
Lecturers, School of Medicine Faculty

Ralph C. Bannan, M.D., Professor of Obstetrics and Gynecology; Chairman of Department (1956).
B.A. (1930), Lehigh; M.D. (1936), Johns Hopkins.

Paul H. Blachley, M.D., Professor of Psychiatry (1961).
B.A. (1944), Reed College; M.D. (1948), Oregon.

Rose Marie Book, Ph.D., Assistant Professor of Biochemistry (Private Center) (1957).

B.S. (1949), Carthage; M.D. (1957), St. Louis.

John David Britton, M.D., Professor of Medicine; Chairman of Department (1966).
B.S. (1949), Whitworth; M.D. (1953), Oregon.

John M. Brooker, Ph.D., Professor of Physiology; Chairman of Department (1949).

William M. Clark, Jr., M.D., Professor of Pediatrics, Acting Chairman of Department (1954).
B.S. (1947), Baker; M.D. (1949), Chicago.

David D. DeWeese, M.D., Professor of Otolaryngology; Chairman of Department (1944).

M.D. (1963), Iowa.

Jules V. Ellman, Ph.D., Professor of Microbiology, Chairman of Department (1973).
B.S. (1949), Morningside; Ph.D. (1952), Iowa.

Leslie W. Hunter, M.S.W., Director, Medical Social Service; Associate Professor (1965).
M.S.W. (1954), Pacific University; B.S. (1962), Southern California.

Richard T. Jones, M.D., Ph.D., Professor of Biochemistry; Chairman of Department (1961).

Jack Keesey, Ph.D., Assistant Professor of Physiology (1971).
B.S. (1965), University of Oregon; Ph.D. (1968), Oregon.

Nancy Kowalski, M.A., Associate Professor of Psychiatry (Psychiatric Social Work) (1962).

William W. Krippaehne, M.D., Kenneth A. J. Mackenzie Professor of Surgery; Chairman of Department (1953).
B.S. (1946), University of Washington; M.D. (1948), Oregon.

John D. Lipkin, M.D., Assistant Professor of Psychiatry, (1972).
B.S. (1965), College of New York; M.D. (1968), Cornell.

Joseph Matarazzo, Ph.D., Professor of Medical Psychology; Chairman of Department (1967).
B.A. (1940), Brown; M.S. (1940), Ph.D. (1942), Northwestern.

Paul McNair, M.D., Professor of Psychiatry; Chairman of Department (1973).

Ernest A. Meyer, Sc.D., Professor of Microbiology (1958).
A.B. (1944), California; M.S. (1960), Purdue; Sc.D. (1965), Johns Hopkins.

Richard D. Moons, M.D., Professor of Pathology; Chairman of Department (1969).
M.D. (1947), Western Reserve.

James F. Morris, M.D., Professor of Medicine (Veterans Hospital) (1957).

Harold T. Ostland, M.D., Professor of Public Health and Preventive Medicine; Chairman of Department (1961).
B.S. (1941), Randerson-Moor; M.D. (1947), Medical College of Virginia; M.P.H. (1961), North Carolina.

Martin L. Pennell, M.D., Associate Professor of Obstetrics and Gynecology; Head, Division of Gynecology (1975).

David G. Phillips, Ph.D., Associate Professor of Medical Psychology (1963).

William K. Riker, M.D., Professor of Pharmacology; Chairman of Department (1969).
B.A. (1949), Columbia; M.D. (1952), Cornell.

Faculty

James H. Shore, M.D., Associate Professor of Psychiatry (1970).
M.D. (1962); Duke.

Deena R. Stalberg, M.D., Assistant Professor of Psychiatry (1974).
A.B. (1966), Bryn Mawr; M.S. (1968), Cincinnati.

Kenneth C. Swan, M.D., Professor of Ophthalmology; Chairman of Department (1944).

Roy L. Swank, M.D., Ph.D., Clinical Professor of Medicine (1953).
B.S. (1946), University of Washington; Ph.D. (1935), M.D. (1936), Northwestern.

John T. Van Bruggen, Ph.D., Professor of Biochemistry (1947).
B.A. (1935), Leland; M.A. (1938), Oregon; Ph.D. (1944), St. Louis.

## Lecturers, School of Medicine Faculty

Ralph C. Bannan, M.D., Professor of Obstetrics and Gynecology; Chairman of Department (1956).
B.A. (1930), Lehigh; M.D. (1936), Johns Hopkins.

Paul H. Blachley, M.D., Professor of Psychiatry (1961).
B.A. (1944), Reed College; M.D. (1948), Oregon.

Rose Marie Book, Ph.D., Assistant Professor of Biochemistry (Private Center) (1957).

B.S. (1949), Carthage; M.D. (1957), St. Louis.

John David Britton, M.D., Professor of Medicine; Chairman of Department (1966).
B.S. (1949), Whitworth; M.D. (1953), Oregon.

John M. Brooker, Ph.D., Professor of Physiology; Chairman of Department (1949).

William M. Clark, Jr., M.D., Professor of Pediatrics, Acting Chairman of Department (1954).
B.S. (1947), Baker; M.D. (1949), Chicago.

David D. DeWeese, M.D., Professor of Otolaryngology; Chairman of Department (1944).

M.D. (1963), Iowa.

Jules V. Ellman, Ph.D., Professor of Microbiology, Chairman of Department (1973).
B.S. (1949), Morningside; Ph.D. (1952), Iowa.

Leslie W. Hunter, M.S.W., Director, Medical Social Service; Associate Professor (1965).
M.S.W. (1954), Pacific University; B.S. (1962), Southern California.

Richard T. Jones, M.D., Ph.D., Professor of Biochemistry; Chairman of Department (1961).

Jack Keesey, Ph.D., Assistant Professor of Physiology (1971).
B.S. (1965), University of Oregon; Ph.D. (1968), Oregon.

Nancy Kowalski, M.A., Associate Professor of Psychiatry (Psychiatric Social Work) (1962).

William W. Krippaehne, M.D., Kenneth A. J. Mackenzie Professor of Surgery; Chairman of Department (1953).
B.S. (1946), University of Washington; M.D. (1948), Oregon.

John D. Lipkin, M.D., Assistant Professor of Psychiatry, (1972).
B.S. (1965), College of New York; M.D. (1968), Cornell.
Degrees Conferred June 1974

Master of Nursing
Martha Beck Aguas
Jas. Patricia Stirnion-Blazek
Genina Maria Bagnall-Cambron
Elizabeth Lynch-White
James A. Johnson
Dwight Magee Sawaye Jorgin

Master of Science in Nursing Education
Doris Catherine Curtis Burkard
Geraldine Wilma Bassett

Bachelor of Science
Deborah Ann Lang Evans
John L. Atwood
John E. Anderson
Mildred Anne Bassett
Joyce Kay Banner
Barbara Angela Farmer Rutka
Patricia Ann Bots
Deborah Joan Bower
Sherman Anita Basset
Mary Ann Buckingham
Ruth Lucille Berg
Betty Ann Berglund
Janet Lee Biege
Dianne Katheryn Biddle
Debra Wiscoll Biddle
Dorothy Gay Orlin Biddle
Dorothy Jean Blanton
Ruth Ann Bridgen
Jean Leonard Brooks
Barbara Anne Bucolo
Gay Helen Keith Buck
William G. Campbell
Peggy Mae Carpenter
Harriette Margaret Carter
Martha Mae Eby
Barbara Jean Chastain
Patricia Ines Nelson Church
Darlene Young Collins
Shirley Mae Cook
Patricia Ann Cameron
Theodore Joy Currie
Evelyn Lucille Colville Elzey
Lorrie Ann Curley
Dorothy Adams Ellis
Christine Elaine Peter Everett
Katherine Marie Fink
John Patrick Fingado
Nell Ann Friend

Bachelor of Arts
Lynn Ann Beverley
Geraldine Ann Kibble

Summary of Enrollment, 1973-74

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Program</td>
<td>530</td>
</tr>
<tr>
<td>Registered nurse students</td>
<td>31</td>
</tr>
<tr>
<td>Master's Program</td>
<td>28</td>
</tr>
<tr>
<td>Postbaccalaureate students</td>
<td>617</td>
</tr>
</tbody>
</table>