Contact Information

www.ohsu.edu/son

Ashland Campus
OHSU School of Nursing at Southern Oregon University
1250 Siskiyou Blvd.
Ashland, OR 97520
541 552-6226

Klamath Falls Campus
OHSU School of Nursing at Oregon Institute of Technology
3201 Campus Drive Third Floor – Dow II
Klamath Falls, OR 97601
541 885-1665

La Grande Campus
OHSU School of Nursing at Eastern Oregon University
One University Blvd.
La Grande, OR 97850
541 962-3803

Monmouth Campus
OHSU School of Nursing at Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361
503 838-8179 or 503 838-8000

Portland Campus
3455 S.W. US Veterans Hospital Road
Portland, OR 97239-2941

School of Nursing Office of Academic Affairs
.......................................................... 503 494-2624
School of Nursing Office of Student Affairs,
Diversity and Admissions
.............................................503 494-7725 or 866 223-1811
School of Nursing Academic Programs .... 503 494-5394

OHSU Central Services
OHSU Affirmative Action/Equal
Opportunity........................................... 503 494-5148
OHSU Center for Diversity and
Multicultural Affairs............................. 503 494-5657
OHSU Center for Student Access............. 503 494-0082
OHSU Office of Academic and
Student Affairs..................................... 503 494-7878
OHSU Registrar and Financial Aid
.......................................................503 494-7800 or 800 775-5460
OHSU Student Council........................... 503 494-9072
OHSU Bookstore..................................... 503 494-8296 or
.......................................................... 877 342-3907 for phone orders
OHSU Student/University Center......... 503 494-8295 or
.................................................................. 503 494-8396
OHSU Transportation and Parking ....... 503 494-8283
     Biking to Marquam Hill ............www.ohsu.edu/bike

Accreditation

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

The Commission on Collegiate Nursing Education (CCNE) has accredited the Bachelor of Science (BS) in nursing, Master of Nursing (MN) and Doctor of Nursing Practice (DNP) degree programs. The MN track includes:
• Family Nurse Practitioner
• Health Systems & Organizational Leadership
• Nurse Anesthesia
• Nurse-Midwifery
• Nursing Education:
  - Adult Gerontology
  - Community Health
  - Psych Mental Health Nurse
• Psychiatric Mental Health Nurse Practitioner

For more information about accreditation, contact: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791, or www.aacn.nche.edu/ccne-accreditation.

The Nurse-Midwifery Program is accredited through 2021 by the Accreditation Commission for Midwifery
Education (formerly known as the ACNM Division of Accreditation), American College of Nurse-Midwives (ACNM), Suite 1550, 8403 Colesville Road, Silver Spring, 20910, 240 485-1802, www.midwife.org/acme.cfm.


The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs through October 2019. Contact information: 222 South Prospect Avenue, Park Ridge, IL 60068-4001, 847 692-7050 or www.aana.com.

The on-campus doctoral program is authorized by the Oregon University System Chancellor’s Office, PO Box 751, Portland, OR 97207-0751, 503 725-5700, or www.ous.edu and is accredited by the Northwest Commission on Colleges and Universities (NWCU) through 2015.

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

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

**Liability and Insurance**

Pursuant to the Oregon Tort Claims Act, ORS 30.260-30.300, OHSU has the obligation to defend and indemnify its employees and students for claims arising out of and within the course of their employment as defined within the act. OHSU’s defense and indemnity obligation as defined by statute extends to any and all claims that occur within the course and scope of the clinician’s role within the institution.

**Disclaimer**

The information in this publication is as accurate as was possible to obtain at the time of publication. The provisions are subject to change without notice and do not constitute a contract with Oregon Health & Science University. The university is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of this publication. OHSU and the School of Nursing reserve the right to change or withdraw courses; to change the fees, rules and calendar for admission, registration, instruction and graduation; and to change other regulations affecting the student body at any time. Any errors should be reported to the OHSU School of Nursing Office of Academic Affairs 503 494-0769.

**Tobacco Free Environment**

In order to create an atmosphere that is consistent with OHSU’s mission and commitment to improve the health of all Oregonians and to promote wellness and a healthier environment, OHSU prohibits the use of tobacco products in or on its premises. Students are urged to participate in tobacco cessation programs. Information about those resources and other support for stopping the use of tobacco is available on the OHSU Wellness Web site www.OHSU.edu/tobaccofreesupport or by calling 503 494-9355.
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Welcome to Oregon Health & Science University, one of the most vibrant academic health centers in the United States with a four-part mission of healing, teaching, discovery and service. Our programs are among the best in the nation and provide students with unique opportunities to realize their professional and personal goals.

At OHSU, we bring teachers, students, research scientists and health care professionals together to collaborate in finding new ways to improve human health. Your teachers will be among the best in their fields. OHSU School of Nursing faculty is addressing today's health care challenges, locally and globally, through excellence in teaching, research, quality health care and community service.

The School of Nursing is well prepared for the future—with an innovative curriculum, new degree programs, a pass rate on the state nursing exam that is one of the best in the country, and robust partnerships between the five OHSU campuses and community colleges around the state. As teaching methods evolve, and we move to more online instruction as well as an increasingly distributed model of statewide community-based training, excellence remains the constant — as does community service.

School of Nursing students and faculty continue to reach out to their communities by providing health screenings, immunization information, health promotion programs and addressing issues of homeless families and childhood obesity. The School of Nursing exemplifies what is best about OHSU — nationally recognized excellence applied to meeting the needs of our community.

Moving forward, nurses have a chance to redesign health care systems for more patient-centered care. The opportunities are boundless. This is truly the golden age of nursing, and demand for nurses is at an all-time high. You have the opportunity to make a rewarding life for yourself and to give back to the community in the process.

Again, welcome to OHSU. You are beginning an incredible experience. Congratulations!

Joseph Robertson, Jr., MD, MBA.
President, Oregon Health & Science University
OHSU Mission Statement

Oregon Health & Science University is the state’s only comprehensive public academic health center. Its fundamental purpose is to improve the health and well being of people in Oregon and beyond. A 10-member Board of Directors nominated by the governor and confirmed by the Oregon Senate governs the university.

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative and cooperation among students, faculty and staff.

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

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

OHSU Vision

A Vision for the Future

As the state of Oregon’s only health and research university, OHSU is a unique resource for Oregonians and the place where healing, teaching and discovery come together to serve the entire state. We train the health care professionals that Oregon communities need. We provide care to those with the most difficult health challenges. And our faculty works every day to come up with new discoveries that help save lives.

A Look Over the Horizon

With the world changing rapidly around us, OHSU is taking a look over the horizon and establishing a road map for 2020. OHSU’s strategic plan, Vision 2020, sets a big goal for how to best serve Oregonians. We want to help make Oregon a national leader in health and science innovation to improve the health and well-being of all Oregonians. It’s a big goal – but we think we can get there. Here are a few of the steps along the way:

- Help meet workforce shortages in the health and science professions so that Oregonians can find a health care provider when they need one.
- Through leading edge research made possible by the Oregon Opportunity, find the next generation of treatments and cures to improve the quality of health care that Oregonians receive.
- Help develop policy and care delivery solutions that make it possible for all Oregonians to have access to high-quality health care.
- Reinvent health education so that health care providers, scientists and engineers train together to better prepare them to work together in the community.
- Partner with communities, industry, other colleges and universities, and private citizens to develop community-based solutions to community problems.

To achieve our goals, we must collaborate, integrate, innovate and pursue sustainable excellence. These principles help us develop and share new knowledge, improve education and patient care, and enhance community service while providing excellent stewardship of public and philanthropic funding.
The University
As the state's only health and research university, OHSU brings together patient care, research, education of the next generation of health care providers and scientist and community service to improve the health and well-being of all Oregonians.

Unique in Oregon
OHSU includes the schools of dentistry, medicine, nursing and pharmacy, which is a joint partnership with Oregon State University. The university also has two hospitals and multiple medical and dental practices and is home to dozens of research institutes and centers, including the Vollum Institute, the Center for Research on Occupational and Environmental Toxicology, the Neurological Sciences Institute, the Oregon National Primate Research Center and the Vaccine and Gene Therapy Institute, to name just a few. OHSU’s more than 200 active outreach and public service programs address geographic, cultural and economic challenges throughout Oregon.

The university is the state's primary resource for training tomorrow's health professionals, scientists and biomedical engineers, and partners with other Oregon colleges and universities to provide important allied health training. It is the only place in Oregon that grants doctoral degrees in medicine, dentistry and nursing.

The dental, medical and nursing clinics offered by OHSU provide an interdisciplinary network of expertise that results in exceptional services for more than 230,000 patients each year, including many clinical care and diagnostic services offered only at OHSU. Without these services, Oregonians would have to travel out of the region for their complex medical needs.

And because of OHSU's public missions, it is a safety net for hospitals across Oregon. Going back more than a century, OHSU has provided a disproportionately large share of health care to uninsured and government-sponsored patients, in comparison to its size and market presence.

As Oregon's primary educator of health professionals, addressing looming workforce shortages in health care is a priority for OHSU. The university is creating and developing new partnerships and programs to expand medical, dental and nursing education to other communities in Oregon, and to boost the number of students being taught. OHSU has broken ground at South Waterfront in partnership with Portland State University, Oregon State University and the University of Oregon to build a new Collaborative Life Sciences Building. The new facility will allow OHSU to increase class sizes in dentistry, medicine and the physician assistant program, and expand opportunities for interprofessional training and inter-institutional research collaborations.

With physicians and scientists working side-by-side, OHSU quickly translates new discoveries from the laboratory into patient care. OHSU’s clinical trials bring innovative treatments to patients throughout Oregon in nearly every area of medicine.

And thanks to OHSU’s strong commitment to research, breakthroughs in health and science occur frequently, giving Oregonians access to some of the newest and best treatments available anywhere.

Like other academic health centers, OHSU takes a leadership role in contributing to solutions involving the health of the state and the nation. OHSU investigates problems such as access to health care, care for the uninsured, health care transparency, ethics in health care, the health care workforce shortage, increased health care needs for the elderly, the use of technology in health care, compliance, patient privacy and much more.

In many ways, OHSU reaches every corner of the state. OHSU's more than 200 active outreach and public service programs address geographical, cultural and economic challenges throughout Oregon. Whether it’s improving access to health care for vulnerable and underserved populations, bringing educational programs to people where they live, expanding science education opportunities for school-age children or volunteering staff time and expertise, no other Oregon institution touches the lives of so many.
Message from the School of Nursing Dean

Dear Students and Friends,

Welcome to Oregon Health & Science University (OHSU) School of Nursing. You have chosen to join a thriving community of nurses, nurse practitioners, teachers, researchers and leaders who are committed to assuring high quality, evidenced-based and compassionate care to our increasingly diverse population. We know that you will find the mentors and colleagues here who will help you develop the knowledge and skills to become a leader in nursing and health care.

There is no better time to hold a career in nursing. Nurses are critical to achieving three central goals of health care reform, as envisioned by the Institute on Health Care Improvement

- Improving the patient experience of care (including quality and satisfaction);
- Improving the health of populations; and
- Reducing the per capita cost of health care

The 2010 Institute of Medicine Report on the Future of Nursing places nurses in evolving roles as care providers, scientists and leaders, as well as at policy tables crafting innovative solutions to improving access to care.

Today’s health care environments demand the best and brightest and your acceptance for admission to OHSU School of Nursing means that we believe you possess the best qualities to be successful and make an impact as an OHSU graduate. You will find a warm and inviting faculty and staff to support you in your professional formation. Please consider us all as partners in your journey.

Warm regards,

Christine A. Tanner, PhD, RN, FAAN
Interim Dean and A.B. Youmans Spaulding Distinguished Professor
OHSU School of Nursing

School of Nursing Deans

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

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

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

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

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

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

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

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

2006-2008
Saundra Theis, Interim Dean, School of Nursing
Oregon Health & Science University

2008-2011
Michael Bleich, Dean, School of Nursing
Oregon Health & Science University

2012 to present
Chris Tanner, Interim Dean, School of Nursing
Oregon Health & Science University
School of Nursing Administrators

Dean’s Office and Administration
Christine Tanner, PhD, RN, FAAN
Interim Dean and A.B. Youmans Spaulding Distinguished Professor
Executive Assistant – Laurie Popp, MAT

Paul Raab, MBA
Assistant Dean for Finance and Administrative Services

Education and Statewide Programs
Paula Gubrud-Howe, EdD, RN, FAAN
Senior Associate Dean for Education and Statewide Programs
Executive Specialist – Maureen Moncada, BS

Kimberly Derienzo, BA
Assistant Dean for Academic Services

Jesika Gavilanes, MA
Director for Education Services and Simulation

Bret Lyman, PhD, RN, CNE
Campus Associate Dean for Monmouth

Deborah Messecar, PhD, MPH, RN, CNS
Program Director for Master of Nursing Education
Program Director for Oregon Master of Public Health

Ann Nielsen, MN, RN
Program Director for Portland Undergraduate

Joanne Noone, PhD, RN, CNE
Campus Associate Dean for Ashland

Tamara Rose, MS, RN
Campus Associate Dean for Klamath Falls

Catherine Salveson, PhD, RN
Program Director for RN-BS

Muriel Shaul, PhD, RN, ANP
Campus Associate Dean for La Grande

Practice and Graduate Clinical Programs
Carol Howe, DNSc, CNM, FACNM
Senior Associate Dean for Practice and Graduate Clinical Programs
Executive Specialist – Michael Blankenbeckler, BA

Kathleen Cook, MS, RN, CRNA
Interim Program Director for Nurse Anesthesia

Cathy Emeis, PhD, CNM
Assistant Program Director for Nurse Midwifery

Theresa Harvath, PhD, RN, CNS
Program Director for Advanced Practice Gerontological Nursing (PMCO)

Gail Houck, PhD, RN
Program Director for Post-Master DNP

Jennifer Jacoby, MSN, RN, NEA-BC
Assistant Dean for Hospital Practice Integration

Gary Laustsen, PhD, APRN, BC
Interim Program Director for Family Nurse Practitioner

Amy Ross, PhD, RN
Interim Program Director for Health Systems and Organizational Leadership

Margaret Scharf, DNP, MS, PMHNP
Program Director for Psychiatric Mental Health Nurse Practitioner

Research and PhD Program
Lillian Nail, PhD, RN, FAAN
Interim Senior Associate Dean for Research and PhD Program
Executive Specialist – Michael Blankenbeckler, BA

Judith Baggs, PhD, RN, FAAN
Program Director for PhD Program

Amy Goltz, MA
Assistant Dean for Research Development

Student Affairs and Diversity
Peggy Wros, PhD, RN
Senior Associate Dean for Student Affairs and Diversity
Executive Specialist – Maureen Moncada, BS

Jennifer Anderson, M.S., MPA
Assistant Dean for Admissions and Recruitment
About the School of Nursing

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

Vision: The OHSU School of Nursing provides the people of Oregon with world-class care that fosters optimal health through outstanding leadership by:

• preparing excellent leaders;
• fostering a passionate learning environment that is inspired and energized;
• building collaborative partnerships with health systems and communities;
• serving as a global magnet for attracting the best students, faculty and staff; and
• making significant national and global contributions to innovative care.

Mission: To provide leadership in nursing and health care through innovation in healing, teaching and discovery.

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

The school's faculty includes nationally and internationally renowned scholars, educators and clinicians dedicated to excellence in the pursuit of knowledge and discovery, the holistic and compassionate care of individuals and communities, and the professional development of each member of the school within a nurturing environment. Baccalaureate and master's degree programs focus on the development of critical thinking and judgment, understanding of health systems and economics, interdisciplinary care, public health and communications in a variety of health care settings. Master's degree programs also prepare students for advanced practice or as public health professionals. Doctoral and postdoctoral programs prepare graduates for scholarly inquiry, independent research and leadership in the health care arena. The members of the school value an educational community that fosters excellence, creativity, self-reflection, accountability, respect for diversity and lifelong learning.

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

 Tradition: The History of the School
In 1910 the Multnomah Hospital Training school, opened its doors. A year later the school graduated its first seven nurses. In the summer of 1919, the University of Oregon introduced the state's first professional courses in nursing. The courses were offered in Portland in cooperation with the Northwest Division of the American Red Cross Home Service Department, the Portland Visiting Nurse Association, the Welfare Bureau and the Oregon Tuberculosis Association. In 1920, the Portland School of Social Work offered a standard course of study in public health nursing.

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

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

In 1932 the Portland School of Social Work curricula was integrated into the University of Oregon's nursing degree program and transferred to the University of Oregon Medical School, Department of Nursing Education in Portland, Ore. This consolidation allowed the Department of Nursing Education to offer courses using its own facilities and clinical resources at accredited community hospitals and agencies. Additionally, a two-year pre-nursing curriculum was established at the University of Oregon and Oregon State University.

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

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

In November 1974, the University of Oregon School of Nursing, Dental School and Medical School united as a single institution, the University of Oregon Health Sciences Center. It was Oregon's only academic health center and one of 125 in the nation. In 1981 that the state Legislature changed the name to the Oregon Health Sciences University to reflect its independence from the University of Oregon. Another name change occurred in 2001 when Oregon Health Sciences University merged with the Oregon Graduate Institute School of Science and Engineering and officially became Oregon Health & Science University.

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

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

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

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

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

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

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

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

In 2006 the school began offering Oregon's only master's degree program in nurse anesthesia. The first cohort to graduate in December 2008 all passed their certification exams on the first attempt.

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

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

In 2008 the school opened its fifth campus in Monmouth at Western Oregon University and admitted 27 students to its first undergraduate class.

The 2011 edition of the US News & World Reports ranking of America's Best Graduate Schools listed OHSU School of Nursing seventh in the country. Several of our specialty areas were also ranked with nurse-midwifery No. 1 in the nation. Additionally, the family nurse practitioner program ranked sixth in the country.

In 2011 the OHSU School of Nursing celebrated its 100th year anniversary with the theme “flourish”. By selecting this theme we honored our history by acknowledging how the school has flourished with innovative research, strength in practice, excellence in teaching and service to Oregonians across all 98 thousand miles of the state. From education and practice to research and leadership, our nurses and school, have flourished for over 100 years.

In 2012 the first cohort of post-baccalaureate Doctor of Nursing Practice students graduated continuing the institutions tradition of academic excellence in doctoral education.

The School’s Campuses

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

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

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

The OHSU School of Nursing in Monmouth is located on the Western Oregon University campus. WOU is Oregon's oldest public university and is committed to providing a quality undergraduate education. Monmouth is located in the Willamette Valley with a view of the Coast Range, just 20 minutes west of Salem and an hour from the Oregon coast and Portland. Monmouth offers a town and country environment, making it easy to experience the best of what Oregon has to offer.

The OHSU School of Nursing in Portland is located on the 116-acre Marquam Hill campus of Oregon Health & Science University that overlooks downtown Portland. OHSU occupies 37 major buildings on the hill and dozens of offices, clinics, education and research facilities throughout the state. The 300-acre West Campus in Hillsboro includes several research institutes and centers, and the OGI School of Science & Engineering. To meet the challenges of expanding, OHSU forged a partnership with the City of Portland and private developers to revive and improve a section of underused industrial land bordering the Willamette River. As a result, South Waterfront is rapidly growing into a new Portland hot spot. It is also the home of OHSU’s new Center for Health & Healing, the first building in the South Waterfront, and one of the most environmentally friendly buildings in the nation.

Connecting OHSU’s main campus with this new expansion required a creative solution. The Portland Aerial Tram connects South Waterfront to Marquam Hill and OHSU's campus. The City of Portland owns the tram and OHSU operates it under a unique partnership. It provides fast reliable transportation that allows OHSU to focus its future expansion in the South Waterfront. Over the next two decades OHSU will further expand its campus on 20 acres of donated riverfront property nearby.

Portland is Oregon's largest city, with a population of 513,000, and is the core of the metropolitan area (1.9 million people). Portland is proud of its cultural attractions, restaurants, nightlife and recreational opportunities. Nearby rivers and lakes invite swimming, boating and other water sports. Mountains and ocean beaches within a hour-and-a-half drive attract campers, hikers, cyclists, skiers and climbers. The School of Nursing Portland campus houses the school's statewide administration and the Office of Research Development and Support. ORDS provides infrastructure that streamlines research support, making grant applications more seamless and efficient. Services include support for pre-award grant applications to extramural funding agencies, post-award grants management, human subject compliance, methodological design, statistical analysis and peer review. Research facilities in Portland are comprehensive and include data processing, a behavioral observation room, an exercise testing laboratory, bone densitometry testing, an exercise room and dedicated space for telephone and in-person interviews.
2012-2013 Tuition and Fees

All persons who attend classes at OHSU School of Nursing must register for their classes and pay the applicable tuition and fees within the established time frames. Students who elect to add or drop a course during the term must notify their adviser, program coordinator and the OHSU registrar. Such registration changes may be subject to a fee.

The OHSU Board of Directors reserves the right to make changes in the course and fee schedules without notice. Tuition and fees assessed may vary across academic programs and campuses. The cost of textbooks, instructional materials and uniforms will vary depending on the course requirements and campus. Students are responsible for their own transportation to, during and from clinical experiences.

Estimated Registration and Application Student Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrefundable application fee</td>
<td>$120</td>
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<tr>
<td>Enrollment deposit</td>
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<td>OHSU transcript fee</td>
<td>$15</td>
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<td>Same day transcript fax and e-mail service</td>
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<td>Credit-by-examination</td>
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<td>Late registration fee</td>
<td>$35</td>
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<tr>
<td>Graduation application fee</td>
<td>$50</td>
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</tbody>
</table>

Financial Assistance and Scholarships

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

OHSU Financial Aid Office makes all financial aid awards for all OHSU students in all programs and at all campuses and educational sites. Financial aid awards are mailed to the Cashiers Office at Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University and Western Oregon University. Distance education students should contact OHSU Portland campus Cashiers Office. Financial aid will
not be released until the first day of class. Students should coordinate all their requests for financial aid through the OHSU Financial Aid Office even if they are enrolling in courses at other educational institutions.

To apply for federal and/or state grants and loans, prospective and returning students should complete the Free Application for Federal Student Aid (FAFSA) available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) between January 1 and March 1 of each year. The FAFSA form may be completed after March 1; however, many aid programs are limited and require early application.

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

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

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

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

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

School of Nursing Scholarships

The OHSU School of Nursing scholarship committee awards nursing scholarships to eligible incoming and returning students who complete a School of Nursing scholarship application. Receiving a scholarship may alter the student's financial aid package. Scholarship recipients are encouraged to review their award status with the OHSU Financial Aid Office. The scholarship application that applies to all School of Nursing institutional scholarships is available on the School of Nursing website at: [www.ohsu.edu/xd/education/schools/school-of-nursing/admissions/financial-aid/scholarships.cfm](http://www.ohsu.edu/xd/education/schools/school-of-nursing/admissions/financial-aid/scholarships.cfm).

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

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

Tuition Refund Policy

Refunds may be granted to students in accordance with the refund schedule on file in the OHSU Registrar’s Office. The refund schedule and policy can be accessed at [www.ohsu.edu/xd/education/student-services/financial-aid/](http://www.ohsu.edu/xd/education/student-services/financial-aid/). No refunds are made for employee tuition benefits. More information on the Employee Tuition Benefit program can be accessed at [http://ozone.ohsu.edu/hr/docs/benefits/employee-tuition-benefit-program-details.pdf](http://ozone.ohsu.edu/hr/docs/benefits/employee-tuition-benefit-program-details.pdf).

Withdrawal from classes and requests for refund must be in writing and addressed to the OHSU Registrar. Students must refer to the official academic calendar for start dates to a particular program and/or class year. One-hundred percent tuition refunds are available when requests are received in writing by the designated institutional officer before the Registrar’s Office closes on the last day of the second week of classes. Fifty-percent tuition refunds are available when requests
are received in writing by the designated institutional officer before the Registrar’s Office closes on the last day of the fourth week of classes. Tuition refunds are not available if requests for withdrawal or cancellations are received after the last day of the fourth week of classes. If any refund date should fall on an OHSU holiday, the student has until the end of the following business day to notify the designated institutional officer in writing.

An appeals process is available for students who believe that their circumstances warrant exceptions to the published refund policy. If the student withdraws in accordance to the dates on the refund sheet, no written appeal is needed. A written appeal is only required if a student believes a refund is warranted outside of the published dates. The appeals process is managed out of the OHSU Registrar’s Office.

**Border County Residents**

Applicants who reside in Oregon or who reside in one of the following states/counties may be eligible for in-state tuition and should read the residency policy for specific requirements. Determining eligibility for in-state tuition based on residence in the following counties is subject to the same criteria used for determining Oregon residency. Students eligible for this exception must notify the Registrar’s Office by the first day of the academic term. Tuition for terms prior to the date the student notifies the Registrar’s Office will continue to be charged at the nonresident rate.

- California Counties: Del Norte, Siskiyou and Modoc
- Idaho Counties: Nez Perce, Idaho, Adams, Washington, Payette, Canyon and Owyhee
- Nevada Counties: Washoe and Humboldt
- Washington Counties: Pacific, Wahkiakum, Cowlitz, Clark, Skamania, Klickitat, Benton, Walla Walla, Columbia, Garfield and Asotin

Nonresident nursing students are eligible for resident tuition rates if they completed at least one term at EOU prior to Summer 2012, or are residents of Idaho or Washington and have completed at least one term at EOU prior to entering the nursing program, or if they are residents of counties adjacent to the Oregon border in California, Idaho, Nevada, or Washington. Students eligible for any of these exceptions must notify the Registrar’s Office by the first day of the academic term. Tuition for terms prior to the date the student notifies the Registrar’s Office will continue to be charged at the nonresident rate.

**Out of State Applicants – PhD and DNP Programs Only**

The nonresident portion of tuition is waived for PhD and postmaster’s DNP students from states participating in the Western Regional Graduate Program of the Western Interstate Commission for Higher Education. Those states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah, Washington and Wyoming. Students eligible for either of these exceptions must notify the Registrar’s Office by the first day of the academic term. Tuition for terms prior to the date the student notifies the Registrar’s Office will continue to be charged at the nonresident rate. For more information on this opportunity please see the WRGP Web site at [wiche.edu/wrgp](http://wiche.edu/wrgp) or contact the OHSU Registrar’s Office at [www.ohsu.edu/xd/education/student-services/registrar/](http://www.ohsu.edu/xd/education/student-services/registrar/).
All prospective students must submit an official SoN on-line application, application fee, and supplemental application materials packet to the SoN with the indication of the specific program to which the student is applying. A separate application to OHSU is not required. Applicants can apply to multiple programs within the SoN, but are required to submit a separate application, application fee, and supplemental materials packet for each program.

All application materials must be postmarked by the established application deadline to be considered for admission. Application deadlines are listed on the webpage www.ohsu.edu/son. Applications received or completed after the established application deadline may be reviewed on a space available basis. The Assistant Dean for Admission and Recruitment may make exceptions to the application deadlines or standards based on the needs of the academic program.

All application materials become the property of the School of Nursing and will not be returned to the student or another party. Application fees and enrollment deposits are nonrefundable. Decision letters regarding admission status and related acceptance documentation and requirements are sent out by the OHSU School of Nursing Office of Admissions. Program directors send out program specific welcome letters after official application decision letters are mailed.

As a top ranked institution, the OHSU School of Nursing receives applications from more qualified applicants than are able to be admitted.

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**Admission Policies and Procedures**

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

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

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**Oregon Health & Science University**

School of Nursing
Office of Admissions
3455 S.W. US Veterans Hospital Road, SN-ADM
Portland, OR 97239-2941
Phone: 503 494-7725 or 1 866 223-1811
Fax: 503 494-6433
E-mail: proginfo@ohsu.edu

[www.ohsu.edu/son](http://www.ohsu.edu/son)
### Nursing Programs At-A-Glance

<table>
<thead>
<tr>
<th>Program</th>
<th>Bachelor of Science</th>
<th>Graduate Certificate</th>
<th>Master of Nursing</th>
<th>Post-master’s Certificate</th>
<th>Oregon Master of Public Health</th>
<th>Doctor of Nursing Practice</th>
<th>Doctor of Philosophy</th>
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<tbody>
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<td>Family Nurse Practitioner</td>
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<td>Health Systems and Organizational Leadership</td>
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<td>Nurse-Midwifery**</td>
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<tr>
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<td>Psychiatric Mental Health Nurse Practitioner**</td>
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<td>Public Health</td>
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Please contact the admissions office regarding specific program application deadlines.

*the Bachelor of Science program with a major in nursing has multiple pathways that have different programs of study, application deadlines and admission terms. See the School of Nursing admissions Web site for more information.

**accelerated bachelor’s to MN/DNP offered
Transfer between Oregon Consortium for Nursing Education (OCNE) partner schools is allowed on a space available basis for students in good academic standing. Students enter at the beginning of the academic year. A referral from the program director is required to validate good standing, which includes meeting academic, conduct and background check standards. Supplemental study may be required to place the student at the appropriate level.

Transfer applicants to our master’s or doctoral programs must contact the Office of Admissions.

Transfer Advanced Standing: Students who are currently enrolled or who have been enrolled within the past 2 years in a relevant program in an accredited college or university and who were/are in academic good standing may apply as transfer students. Transfer admission is approved on a space available basis and overall fit with the current SoN curriculum for the program in which the student is seeking advanced standing.

Students wishing to transfer campuses must have the Associate Dean or Program Director of their current nursing program contact the Associate Dean or Program Director at the campus to which they would like to transfer for this request to be considered. Once a transfer agreement is made, the Program Directors or Associate Dean will follow up with the student regarding the next steps.

Applicants seeking advanced standing must complete an application. Applications are reviewed at the end of an academic year for matriculation the following fall term. Transfer applicants must submit a SoN application, official transcripts from the school transferring from, evidence of academic good standing from the Dean or Registrar, letter explaining reason for the transfer request, course catalog from the institution of transfer, and recommendations (if requested). If a transfer applicant is offered admission, the student must meet the Credit in Residence standard outlined in this policy.

Inter-Campus Transfer: Inter-campus transfers are an option for students matriculated to an OHSU School of Nursing program who are in good academic standing. Inter-campus transfers are evaluated on a first come first serve basis and approved as space is available. Inter-campus transfers request are annually reviewed. Students requesting an inter-campus transfer must contact their Campus Associate Dean. The Campus Associate Dean will contact the Campus Associate Dean for the campus the student is requesting a transfer to determine eligibility and space available.

OHSU values the POWER of difference
Diversity at OHSU means creating a community of inclusion. We honor, respect, embrace and value the unique contributions and perspectives of all employees, patients, students, volunteers and local and global communities. Diversity includes age, culture, disability, ethnicity, gender, national origin, race, religion, sexual orientation, diversity of thought, ideas and more. Diversity maximizes our true potential for creativity, innovation, quality patient care, educational excellence and outstanding service.

OHSU is an equal opportunity, affirmative action institution and underrepresented and diverse candidates are encouraged to apply and find out how OHSU promotes a culture of inclusion among all of our members.

Conditional Admission
Conditional admission is an option for all SoN programs except the undergraduate 3-year, accelerated bachelor, or accelerated bachelor to master degree programs. International students are not eligible for conditional admission due to student visa requirements.

Conditional admission status may be granted to an applicant who does not meet admission standards, but whose overall record indicates potential. A conditionally admitted student is required to maintain a 3.0 grade point average in the first nine (9) quarter-credit hours of SoN course work as well as any other conditions indicated in the student’s acceptance letter. Any student who does not completely meet the condition(s) will be dismissed from the program.

Transfer Applicants
Any student enrolled and in good standing at an accredited baccalaureate school of nursing or having been enrolled and in good standing within the past two years may apply for admission as a transfer student into the BS nursing program. Transferring into this program is allowed on a space available basis. Transfer applicants must complete the application process at least one full quarter before the requested date of admission. Applicants must have all prerequisites completed, submit a paper application including essay, submit official transcripts from all postsecondary education institutions attended, and submit a recommendation from the dean at the current school of nursing indicating that he/she is in good academic standing. Students must provide copies from the academic catalog/bulletin from the institution of transfer and submit a letter explaining the reason for the transfer request.
All written requests to defer matriculation must include detailed reasons for the request and are due to the SoN Office of Admission prior to matriculation. Once received, deferral requests are submitted to the appropriate faculty governance committee for review and approval. Faculty governance committees/council may delegate their approval authority to the Program Director.

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

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

A deferred candidate is required to pay the non-refundable enrollment deposit to reserve a seat in the next year’s entering class. This fee is non-refundable if the applicant does not choose to matriculate for the future term, but the fee will be applied to tuition once matriculated. Additionally, deferred candidates are required to report to the OHSU SoN any significant changes to their academic and criminal record, as initially reported on their OHSU SoN program application. In the event there are significant findings or changes, the OHSU SoN reserves the right to revoke a deferred candidate’s offer of admission.
Preparing to Apply

Applicants must complete the following steps to be considered for admission:

1. Review the application deadline for the academic program to which they are applying. Applicants who do not submit all required materials by the stated deadline may not have their application reviewed for admission.

2. Complete the required prerequisite coursework and appropriate licensure requirements.

3. Submit the online application and signature page. The online application for each program typically opens three months prior to the application deadline. Applicants must submit the signature page or the application will be considered incomplete.

4. Applicants are required to pay an application fee to have their application considered for admission. Applicants typically submit payment electronically during the online application process.

5. Supplemental application materials must be postmarked to the Office of Admissions by the established application deadline. All materials are to be sent to: OHSU School of Nursing, Office of Admissions SN-ADM, 3455 S.W US Veterans Hospital Rd., Portland, OR 97239-2941.

Program-Specific Required Application Materials

Bachelor’s Degree

Includes the following programs: Bachelor of Science with a major in nursing, Baccalaureate Completion Program for RNs (RNBS) and the Accelerated Bachelor of Science with a major in nursing.

Application materials include:
- Online application, paid application fee and application signature page.
- Admission essay (instructions for completion are enclosed within the online application).
- Official transcripts from all institutions attended where any college level coursework was completed.
- Prerequisite coursework form.
- Proof of completion of required prerequisite courses/licensure as listed.

Accelerated Bachelor of Science to Master’s or Accelerated Bachelor’s to Doctor of Nursing Practice

- Online application, paid application fee and application signature page.
- Admission essay/goal statement (instructions enclosed within the online application).
- Official transcripts from all institutions attended where any college level coursework was completed.
- Current résumé or curriculum vitae.
- Official GRE scores.*
- Three letters of reference (instructions included within the online application).
- Evidence of successful completion of a statistics course. This course must have been taken within the last five years with a grade of “B” or higher.
- Prerequisite coursework form.
- Proof of completion of required prerequisite courses.

*GRE not required if applicant holds a graduate degree.

Master’s Degrees and Graduate Certificate in Public Health

- Online application, paid application fee and application signature page.
- Admission essay/goal statement (instructions enclosed within the online application.)
- Official transcripts from all institutions attended where any college level coursework was completed.
- Current résumé or curriculum vitae.
- Official GRE score.*
- Three letters of reference (instructions included within the online application).
- Evidence of successful completion of a statistics course. This course must have been taken within the last five years with a grade of B or higher. Oregon Master’s in Public Health and Graduate Certificate in Public Health applicants need a statistics course with a grade of C or higher and there is no time limit.
- Applicants must hold or be currently eligible for an unencumbered Oregon RN license. Exception applies to applicants to the public health programs.
- Applicants must have a bachelor’s degree in nursing. Exception applies to applicants to the public health program.

*GRE in not required for the Graduate Certificate Applicants.
### Postmaster's Certificate

- Online application, paid application fee and application signature page.
- Admission essay/goal statement (instructions enclosed within the online application).
- Official transcripts from all institutions attended where college level coursework was completed for master's degree.
- Applicants must hold or be currently eligible for an unencumbered Oregon RN license.
- Applicants to the Postmaster's Certificate in Advanced Practice Gerontological Nursing must be credentialed as an advanced practice nurse in care of adults (e.g., ANP, ACNP, FNP, PMHNP or adult CNS).

### Doctorate Degree Application Requirements

- Online application, paid application fee and application signature page.
- Admission essay/goal statement (instructions enclosed within the online application).
- Official transcripts from all institutions attended where any college level coursework was completed.
- Current résumé or curriculum vitae.
- Sample of scholarly work.
- Evidence of successful completion of a statistics course. This course must have been taken within the last five years with a grade of B or higher (except for PhD applicants).
- Three letters of reference (instructions included within the online application).
- Applicants must hold or be currently eligible for an unencumbered Oregon RN license.
- GRE not required.
- Postmaster's DNP applicants must hold or be currently eligible for an unencumbered Oregon Nurse Anesthetist license, Oregon Clinical Nurse Specialist, Nurse Practitioner or Nurse-Midwife Certificate as an advanced practice nurse.
- Postmaster's DNP applicants must submit a description of current engagement in practice as an advanced practice nurse.
- In order to matriculate the student must have RN licensure, which must be maintained through out the program.

### International Applicants

OHSU considers applicants as *international applicants* if they are not a US citizen or permanent resident regardless of whether or not prospective students have previously attended high school or college in the United States. The OHSU SoN is only authorized to provide F1 student visas for our campus based programs; therefore, international applicants are not eligible for any of online, distance, or hybrid programs. In addition to the standard application materials, international applicants must submit the following additional information:

- TOEFL Exam Scores;
- Foreign Transcript Evaluation: All foreign transcripts must be translated by the appropriate and official transcript evaluation service (see options below). Applicants are required to provide a course-by-course evaluation that shows the course name, grade received using a U.S. grading scale, cumulative grade point average (GPA), and degree earned. For applicants with international nursing coursework or credentials, prospective students must demonstrate that prior nursing education is equivalent to that offered in the United States. Applicants must submit their foreign transcript evaluations to both the OHSU School of Nursing and the Oregon State Board of Nursing as part of the application process.
  - International applicants with RN/LPN level nursing coursework or credentials from another country can use Commission on the Graduates of Foreign Schools (CGFNS) Credential Evaluation Service
  - International applicants with RN/LPN and graduate level RN/Advanced Practice coursework/credentials should use the International Education Research Foundation, Inc (IERF) transcript evaluation service; and
- International applicants to graduate programs must be eligible for an Oregon registered nurse license upon application and if offered admission, must become licensed in the state of Oregon prior to matriculation. Proof of Oregon licensure must be provided prior to the first day of classes.

### RN Licensure:

International applicants to the graduate programs must be eligible for an Oregon registered nurse license upon application and if offered admission, must become licensed in the state of Oregon prior to matriculation. Proof of Oregon licensure must be provided before the first day of classes.
Prerequisites: Undergraduate Admission Requirements

Academic and licensure standards for admission: All students must have a cumulative1 3.0 GPA and complete prerequisite coursework prior to matriculation. The following tables outline degree pathway or major/specialty specific minimum admission standards. Refer to Table 1 for undergraduate program and Table 2 for graduate programs.

Table 1. Undergraduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Prior Degree</th>
<th>Science Grade Point Average Calculated</th>
<th>Graduate Record Examination (GRE)</th>
<th>Oregon Nursing License</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year Program</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>RNBS</td>
<td>Yes</td>
<td>AA in Nursing</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Accelerated Baccalaureate</td>
<td>Bachelor degree in another field</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>(AccBacc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AccBacc to MN/DNP</td>
<td>Bachelor degree in another field</td>
<td>Yes</td>
<td>Yes</td>
<td>Required for matriculation to graduate portion of program</td>
</tr>
</tbody>
</table>

1 Applicants to the 3-year Bachelor of Science program GPA is a prerequisite GPA calculation, not a cumulative GPA
Table 1. Undergraduate Prerequisite Coursework

<table>
<thead>
<tr>
<th>Prerequisite coursework to be completed prior to matriculation:</th>
<th>BS</th>
<th>RNBS</th>
<th>Accelerated Bachelor of Science (Portland campus only)</th>
<th>Accelerated Bachelor of Science to Master’s or DNP (Portland campus only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May submit application with 30 of 45 quarter credits of prerequisite coursework including one term of Anatomy and Physiology and Math 95 or higher completed with a C grade or better</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May submit application with 8 courses of prerequisite coursework with a B grade or better completed (or a reasonable plan to complete aforementioned coursework)</td>
<td></td>
<td>◆</td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>Basic Computer Literacy</td>
<td>◆</td>
<td>◆</td>
<td>◆</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology with lab (12 quarter credits)*</td>
<td>◆</td>
<td>◆</td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>Introduction to Genetics (one course or a module within a course)</td>
<td>◆</td>
<td>◆</td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>Lifespan Human Growth and Development (3 quarter credits)</td>
<td>◆</td>
<td>◆</td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>Math 95 or higher competency (0-4 quarter credits)</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology with lab (3 quarter credits)</td>
<td>◆</td>
<td></td>
<td>◆</td>
<td></td>
</tr>
<tr>
<td>Nutrition (3 quarter credits)</td>
<td>◆</td>
<td>◆</td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>Social Science (6 quarter credits)</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science (3 quarter credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics: Descriptive and/or Inferential (3 quarter credits)</td>
<td></td>
<td></td>
<td>◆</td>
<td>within five years of entry</td>
</tr>
<tr>
<td>Writing/English Composition (6 quarter credits)</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/English Composition (9 quarter credits)</td>
<td></td>
<td></td>
<td>◆</td>
<td></td>
</tr>
<tr>
<td>Humanities (3 quarter credits)</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (to equal a total of 45 quarter credits of prerequisites completed)</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Proficiency</td>
<td>◆</td>
<td>◆</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics, Descriptive and Inferential (3 quarter credits)</td>
<td></td>
<td></td>
<td>◆</td>
<td></td>
</tr>
<tr>
<td>Humanities (3 quarter credits)</td>
<td>◆</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Selected Prerequisite Descriptions

Anatomy and physiology with labs (12 quarter credits): A yearlong sequence of human anatomy and physiology with laboratory, inclusive of all body systems. This sequence must be taken in its entirety prior to the first nursing course. Note: Chemistry or biology may be required prior to the anatomy and physiology sequence at some colleges/universities; please check individual college requirements.

Introduction to Genetics (0-3 quarter credits): Any human biology course that includes a human genetics component and indicates this inclusion in the college catalog course description. This requirement may not be met through the microbiology or anatomy and physiology courses.

Human Development (3 quarter credits): The developmental process of human life covering the full life span. Courses that cover only a part of the life span will not be accepted. This course can often be found in the psychology department.

Humanities (9 quarter credits): Potential courses that will meet this requirement are from the following departments: History of Art, Art Appreciation, History of Music, Music Appreciation, English Literature, Linguistics, Philosophy, Religion, Speech, Theater Arts, Foreign Language, Communication, Journalism, and Women's Studies.

Microbiology with lab (3-4 quarter credits): Introduction to the basic and applied aspects of microbiology.

Nutrition (3 quarter credits): Class should cover biological functions, dietary sources of essential nutrients, and the relationship of diet to health.

Social Science (6 quarter credits): Potential courses that will meet this requirement are from the following departments: Anthropology, Economics, History, Political Science, Psychology, Business, Criminology, and Sociology.

Statistics (3-4 quarter credits): Any statistics course that covers descriptive and/or inferential statistical techniques and indicates this inclusion in the college catalog course description.

Written English/English Composition (6 quarter credits): Class should involve the development and support of ideas through the medium of written English. Remedial English such as sentence structure and punctuation will not be accepted as sufficient to meet the prerequisite. These courses are preparation for scientific or technical writing, which will be required later in the nursing program. The requirement can also be met through college/university courses that are identified as writing intensive and include the above elements in addition to at least one composition course (i.e. WR 121, 122 or 123). Applicants who have completed a non-nursing bachelor's degree in an English speaking country can use it to meet this requirement. However, additional elective credit may be needed for graduation.

Electives (15 quarter credits): Electives may include any college-level coursework from an accredited institution where the grade meets the program requirement, and may include the extra credits when a four or five credit course is taken to meet a three-credit requirement.

Competencies

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

Foreign Language Proficiency Requirement: Language proficiency is a baccalaureate graduation requirement (except for accelerated baccalaureate) that can be met by: 1) two years of the same language in high school; 2) two quarters or semesters of the same college-level language; or 3) demonstrating language proficiency through an approved language assessment examination. American Sign Language is an accepted language to meet this requirement.

Math 95 or higher: Competency for math 95 or intermediate algebra above must be demonstrated prior to application. Competency may be demonstrated by a math placement test or by successful completion of math 95 or higher. Math 95 credits are not applicable towards credits for the bachelor's degree; however, math courses that are 100 or higher may be included in the credits that are applied to the prerequisites and to the degree.

Students should refer to the course equivalency guides at www.ohsu.edu/xd/education/schools/school-of-nursing/admissions/course_equiv_gd.cfm to determine what specific courses in area colleges and universities fulfill these prerequisites.
# Graduate Admission Requirements

## Table 2. Graduate Programs

<table>
<thead>
<tr>
<th>Degree</th>
<th>Prior Degree</th>
<th>Science Grade Point Average Calculation Minimum</th>
<th>Graduate Record Examination (GRE)¹</th>
<th>Statistics Course</th>
<th>Oregon Nursing License</th>
<th>Advanced Practice Nurse License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Nursing</td>
<td>Bachelor’s in nursing</td>
<td>3.0 for all except Nursing Education and HSOL</td>
<td>153 Verbal and 144 Quant and 4 on Analytical Writing for all except Nursing Education and HSOL</td>
<td>Pass a basic statistics course with a grade of “B” or better within five years prior to entry</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Oregon Master of Public Health</td>
<td>Bachelor’s degree in another field</td>
<td>Not required</td>
<td>153 Verbal and 144 Quant or previous master degree, or graduates of the SoN Graduate Certificate in Public Health</td>
<td>Pass a basic statistics course with a grade of “C” or better within five years prior to entry</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Graduate Certificate of Public Health</td>
<td>Bachelor’s degree in another field</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Post-Master Certificate</td>
<td>Master’s degree in nursing or related field</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
<td>Yes</td>
<td>Varies</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (Postbacc APRN)</td>
<td>Bachelor’s degree in nursing</td>
<td>3.0</td>
<td>153 Verbal and 144 Quant and 4 on Analytical Writing</td>
<td>Pass a basic statistics course with a grade of “B” or better within five years prior to entry</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (PostBacc HSOL)</td>
<td>Bachelor’s degree in nursing</td>
<td>Not required</td>
<td>Not required</td>
<td>Pass a basic statistics course with a grade of five years prior to entry</td>
<td>Evidence of Oregon nursing license (as required by academic programs). Students enrolled in a distance education program and not engaged in the practice of nursing as defined by Oregon statutes (ORS 678.010(7)) must maintain nursing license in state of residence unless deemed necessary by the academic program director that the student maintain Oregon nursing or APRN licensure.</td>
<td>No</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (Post-master APRN)</td>
<td>Master’s in nursing</td>
<td>3.0</td>
<td>Not required</td>
<td>Not required</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Doctor of Nursing Practice (Post-master HSOL)</td>
<td>Master’s in nursing or related field</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (postbacc)</td>
<td>Bachelor’s degree in nursing</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (postmaster)</td>
<td>Master’s in nursing or related field</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

¹ Refer to GRE website for score conversation charts
Compliance and Immunization Requirements

All OHSU students are required to provide documentation regarding the completion of their immunization and compliance records as identified in the Student Compliance and Drug Screening policy 50-01.15 and the OHSU Student Health Service pre-entry guidelines policy 02-01.001. Documentation of compliance with these requirements will be made available upon request to the requesting clinical placement agency. Students are responsible for keeping their immunizations current during their academic program and may be required to comply with additional requirements throughout their program of study.

Depending on the program, students may be excused from compliance requirements. Approved exclusions from any compliance requirement are summarized in the policy. Failure to comply with these compliance requirements will restrict students' progression (e.g., enrollment in courses, access to clinical placements, etc.) and may be grounds for dismissal. Students that fail to submit required compliance documentation by the end of the 1st week of the academic term will have a registration hold put on their account that will block future term registration until compliance materials are up to date.

The School of Nursing uses a vendor called American Databank to help our students track, access, and maintain their immunization and compliance records throughout their academic program. This web based database allows students to access their immunization and compliance records from anywhere where they have web access and gives them the ability to update and download their compliance “passport” at their convenience. This system also automatically notifies students when an immunization or compliance item is expiring and new material is required so that they can plan to update your records as needed.

Many required items do expire each year and need to be renewed on an annual basis. It is important that students follow up with any notifications that they receive from American Databank regarding any compliance or immunization items that are expiring or have not yet been completed. Failure to provide the required material by the expiration date will cause their record to show as “non-compliant” and will flag their file for administrative review by an OHSU administrator. Each term, school administrators review the database to identify any student records that are flagged as “non-compliant” in the system. Compliance with all required items is needed in order to be eligible to progress academically. Failure to comply with requested action items can result in a registration hold being placed on the student account which would impact the student’s ability to progress academically until all items are completed.

Below is a list of the Required Immunization and Compliance Items:

- Successfully pass a Federal Bureau of Investigation Criminal Background Check and Fingerprint Report
- Successfully pass required drug screening (unless excluded in Student Drug Screening section of this policy)
- Successfully complete OHSU required trainings¹
- Updated immunization record or plan to complete immunization requirements according to the OHSU Student Health Service pre-entry guidelines (see Table 1 for Immunization, OHSU Student Health Fee, and Student Health Insurance Requirements)
- Health Insurance (automatically enrolled by 1st day of the month in which classes start) or Approved Waiver (see deadline for receipt of completed notarized application)²
- Permission to Release Educational Information Form
- Signed and dated acknowledgement of OHSU Technical Standards
- Signed and dated admission specific confirmation and/or enrollment agreement
- Signed and dated Background Disclosure Form
- Signed and dated SoN Code of Conduct and Student Responsibility Agreement
- Evidence of Oregon nursing license (as required by academic programs). Students enrolled in a distance education program and not engaged in the practice of nursing as defined by Oregon statutes (ORS 678.010(7) must maintain nursing license in state of residence unless deemed necessary by the academic program director that the student maintain Oregon nursing or APRN licensure.

¹ Students provided list of required completion certificates
² Insurance waivers are due in the Student Health Service before the first of the month in which the student starts the program. If a student misses this deadline, a refund for insurance premium will be prorated for the remainder of the quarter. The student will pay for any months prior to the waiver being received
• Change of Address form (if necessary)
• Attendance at orientation program/activity developed for respective academic program
• Portland Campus Students: Personal Health History Form and OHSU Patient Registration Form

Clinical Compliance Requirements

• Blood Borne Pathogen Training Certificate or Exemption Form
• Evidence of current CPR (Level C) Training. Individual campuses may have additional specific requirements.

The OHSU Office for Student Access reviews requests for accommodations and the OHSU Affirmative Action and Equal Opportunity Office reviews requests for religious accommodation.

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1 Health Systems & Organizational Leadership, Public Health and Doctor of Philosophy students are excluded from the Clinical Compliance Requirements unless deemed necessary for course(s), internships or research.

2 Portland campus students must maintain American Heart Association Healthcare Provider CPR status.
Table 1.
Immunization, OHSU Student Health Fee and Student Health Insurance Requirements by Program and/or Campus (Refer to http://www.ohsu.edu/academic/acad/health for details)

<table>
<thead>
<tr>
<th>Distance Programs⁴</th>
<th>Updated Immunization Record or Plan to Complete Immunizations</th>
<th>OHSU University Fee</th>
<th>OHSU Student Health Insurance or Approved Waiver ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN to BS</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Postmaster Certificate in Advanced Practice</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Gerontological Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health⁵</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-site Programs</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>Yes</td>
<td>Yes⁶</td>
<td>Yes</td>
</tr>
<tr>
<td>Master of Nursing</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Postmaster Certificate Option</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor of Philosophy (Regional Programs)</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>International Interns</td>
<td>Yes</td>
<td>Yes⁷</td>
<td>Yes⁴</td>
</tr>
<tr>
<td>Post-Doctoral⁹</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

1 Requirement dependent on number of credit hours enrolled. See OHSU Registrar for specifics.
2 Refer to SoN Course Delivery and Size Parameters policy (20-05.02) for definitions.
3 If a Public Health student enrolls in a course out of their program of study that is not on-line, and the student is coming to Portland campus for classes, the OHSU health fee and OHSU health insurance or waiver will be required. Registration is monitored by OHSU Accounts Receivable/Bursar's office.
4 Student Health fees charged by host campus
5 If registered for courses (audit or otherwise)
6 See OHSU Exchange Visitor Health Insurance Requirements
7 If post-doctoral students enroll in courses, they are required to have the OHSU Student Health Fee and the OSHU Student Health Insurance or Approved Waiver.
**Student Drug Screening**

To be compliant with OHSU student drug screening policy (OHSU 02-01-003), Oregon law, and federal law, all incoming and current non-degree and matriculated students with a clinical component in their programs must successfully pass a 10-panel drug screening process; this drug screen shall involve urine testing. The 10-panel drug screen targets amphetamines/methamphetamines, cocaine, marijuana, opiates, phencyclidine, propoxyphene, barbiturates, benzodiazepines, methadone and methaqualone.

Students will be assessed a Drug Test Fee through the OHSU Bursar’s office and will not be allowed in clinical placements until evidence of successful drug screening has been received by the SoN.

Students in Public Health and the Doctor of Philosophy programs are exempt from this requirement unless their graduate internship or dissertation research puts them in direct patient contact. Any student who refuses to submit to the required drug screening will be referred to the Senior Associate Dean for Student Affairs and Diversity for review prior to administrative withdrawal from the SoN.

Once a student has successfully passed an OHSU drug screening process, the student will not be required to submit to additional drug testing unless clinical agencies in which the student will be placed require it or there is a “for cause” reason as defined in the OHSU drug testing policy (OHSU #02-01-003). Students returning from an approved Leave of Absence (LOA) within the established time frame will not be required to submit to and pay for an additional drug screening at the time of return to the SoN, unless they have yet to be initially tested under this policy and unless indicated in the terms of the LOA. OHSU will waive the requirement of this drug screening process, in those instances where students can provide acceptable evidence that they have successfully passed a 10-panel drug screen within the past 36 months. A state-approved health care facility or educational institution must have completed drug screening within the past 36 months.

In those cases where a student qualifies for a waiver, the Drug Test Fee will be refunded. To waive drug screening, students must provide evidence of a successful drug screen to the School of Nursing Office of Recruitment, Admission and Progression (ORAP). ORAP will work with the School of Nursing programs and the OHSU Bursar to record the accepted drug screening waiver and refund the Drug Test Fee when applicable.

If a student has a positive drug test, the student will be required to follow the vendor’s procedures related to positive drug screening reviews. If the vendor’s Medical Review Officer upholds the positive drug screening results, taking into account valid prescriptions and prescribed dosages, the student will be subject to discipline, up to and including dismissal, in accordance with SoN policies and procedures (SoN 20-04.22). A dismissal letter will indicate if the student is eligible to reapply to the SoN.

Most drug screening results are considered confidential and have restricted access in accordance with the Family Educational Rights and Privacy Act (FERPA) and/or any other applicable state or federal law. Information in drug screening reports/records will not be shared with facilities participating in clinical rotations unless a legitimate need is demonstrated and approved by the Senior Associate Dean for Student Affairs and Diversity. Drug screening results (pass/fail) will be coded in the student record for the purpose of granting student access to clinical sites. The details of positive drug screening reports will not be recorded in the OHSU Student Information System or other OHSU student tracking or information system (e.g., DegreeWorks). However, if there is any violation by a student of any alcohol or drug laws, which result in an arrest or disciplinary action, the OHSU School of Nursing Office of Student Affairs is required to report this to OHSU Public Safety-Portland campus per the US Federal Government Clery Act.

Reports/records related to drug screening will be retained in the official student file until 1 year after graduation except those resulting in subsequent disciplinary actions, which are stored in the School of Nursing files in accordance with the OHSU Record Retention Schedule.
OHSU School of Nursing • 2012-2013 Catalog and Student Handbook

The BS program is a three-year program and requires students to complete 87 credits of non-nursing prerequisites and upper division electives at a partner institution. As a part of this requirement, all students must transfer 15 credits of 300/400 level non-nursing courses from partner institutions. The OHSU School of Nursing and academic advisers from partner institutions may provide information to assist the student in creating a dual enrollment plan to meet the OHSU BS requirements. Students must designate the institution at which they will be dually enrolled for completion of these required non-nursing courses. At the time of admission, students will be provided with a list of partner institutions where the non-nursing courses can be taken for inclusion in the financial aid package. If a student receiving financial aid designates an institution that is not on that list, his/her financial aid will only be based on nursing courses taken through OHSU. If the student decides to change the institution at which he/she is dually enrolled for the required non-nursing courses, he/she must notify the OHSU Office of Registrar and Financial Aid as it may impact the financial aid reward.

In 2001, the OHSU School of Nursing joined with several Oregon community colleges in an exciting new partnership, the Oregon Consortium for Nursing Education (OCNE). Established in response to the nursing shortage, OCNE expands the opportunities for students within partner schools to receive the BS nursing degree. Those that graduated with an AA in nursing from a designated OCNE partner school may

Undergraduate Program

OHSU only offers health specific coursework and does not offer non-nursing arts, letters and science courses. Admitted students will take only nursing courses through OHSU and may need to complete their non-nursing courses at another institution to fulfill the OHSU Bachelor of Science degree requirements. Students are responsible for finding, enrolling and transferring coursework from other institutions to OHSU to complete the Bachelor of Science degree requirements. The institution from which the coursework is taken will bill the students for those courses and related fees.

Brief Program Descriptions

Bachelor of Science with a Major in Nursing

The Bachelor of Science with a major in nursing program prepares graduates to practice in a variety of settings and to care for individuals, families and populations across the lifespan. Graduates achieve competencies that address the rapidly changing health care needs of Oregon's aging and ethnically diverse populations and are eligible to take the National Council Licensing Examination (NCLEX). Students applying to the BS program are asked to designate their choice(s) for application to any of five OHSU School of Nursing locations throughout the state.
Accelerated Bachelor of Science to Master’s or Doctor of Nursing Practice Programs

The Accelerated Bachelor’s to Master’s or DNP Degree programs are options where students with a bachelor’s degree in another field can accelerate through the BS with a Major in Nursing program and enter directly into the master’s or DNP program. These options are aimed at educating individuals as nurse-midwives or psychiatric mental health nurse practitioners.

The first five quarters of this program is designed to deliver basic undergraduate nursing education preparing students for the BS with a major in nursing and licensure as a registered nurse. After completing the BS, students enroll in the specialty course offerings for either nurse-midwifery or psychiatric-mental health nurse practitioner specialization. Upon completion of the program, graduates will have been awarded a Bachelor of Science with a major in nursing and be awarded a Master of Nursing degree or Doctor of Nursing Practice with a major in nursing. Graduates will be eligible to take national certification exams for advanced practice roles in either of these two specialties.

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

Gerontology Nursing Honors Program

The Gerontological Nursing Honors Program (GNHP) is designed for nursing students in any undergraduate program to receive additional mentorship and credits related to working with aging adults. This unique honors program helps undergraduate students to better understand the needs of the aging population and prepares students for taking the next step in their education with an in-depth focus in gerontological nursing. Students in the GNHP build a strong foundation for graduate study and future certification in gerontological nursing, in addition to receiving scholarship funding. GNHP students receive $3,889 in scholarship funding in the final year of the program to assist with paying for the additional 3 credits required as part of the honors curriculum while providing a stipend to help students devote to full-time study.
Oregon Consortium for Nursing Education (OCNE) Curriculum Competencies

Update Approved: May 2012
Next Review: May 2014

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

Professional Competencies

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

2. A competent nurse uses reflection, self-analysis and self-care to develop insight through the understanding that...
   2.1 Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice.

   2.2 Reflection and self-analysis encourage self-awareness and self-care.
   2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for client.

3. A competent nurse engages in intentional learning with the understanding that...
   3.1 Engaging in intentional learning develops self-awareness of the goals, processes and potential actions of this learning and its effects on client care.
   3.2 Purposely seeking new, relevant knowledge and skills guides best practice development.
   3.3 Integrative thinking establishes "connections between seemingly disparate information and sources of information" that will be applicable to new situations.
   3.4 There is an array of communication and information technologies available to enhance continuous, intentional learning.

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

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

6. A competent nurse practices within, utilizes and contributes to the broader health care system through the understanding that...
   6.1 Professional nursing has a legally defined scope of practice and a professionally defined standard of practice.
   6.2 The components of the system (e.g., resources, constraints, regulations) must be considered when coordinating care and developing interdisciplinary planning.
9. A competent nurse makes sound clinical judgments through the understanding that…
9.1 Noticing, interpreting and responding require use of best available evidence, a deep understanding of the client experience and community influences, recognition of contextual factors as well as one's own biases that may influence judgments, and sound clinical reasoning.
9.2 Effective nursing judgment is not a single event, but includes concurrent and recurrent processes in assessment (data collection, analysis and diagnosis), community and client participation in planning, implementation, treatment, ongoing evaluation and reflection.
9.3 Nurses use a variety of frameworks, classification systems and information management systems to organize data and knowledge for clinical judgment. The choice of framework for assessment and intervention takes into account the client's age and cultural perspective, the individual and family capacity for involvement in care, the influence of community and the primary focus of care.
9.4 Clinical judgment involves the accurate performance of skills (cognitive, affective and psychomotor) in the delivery of care while maintaining patient and personal safety.

10. A competent nurse, in making practice decisions, locates, evaluates and uses the best available evidence, coupled with a deep understanding of client experience and preferences, through the understanding that…
10.1 There are many sources of knowledge, including research evidence, standards of care, community perspectives, practical wisdom gained from experience, which are legitimate sources of evidence for decision-making.
10.2 Knowledge from the biological, social, medical, public health and nursing sciences is constantly evolving; nurses use information technology to access current and reliable information in order to update their knowledge continuously.
10.3 Nurses need to know how to learn new interventions independently, because the definition of “best practice” of interventions is continuously modified, and new interventions are constantly being developed.
### Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Non-Nursing Courses* (87 credits)</th>
<th>Credits</th>
<th>Nursing Courses (93 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Science Group (26 credits)</strong>*</td>
<td></td>
<td>NRS 110/210**</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I, II, III</td>
<td>12</td>
<td>Foundations of Nursing: Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
<td>NRS 111/211**</td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
<td>Foundations of Nursing in Chronic Illness I</td>
<td>6</td>
</tr>
<tr>
<td>Intro to Genetics</td>
<td>3</td>
<td>NRS 112/212**</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td>Foundations of Nursing in Acute Care I</td>
<td>6</td>
</tr>
<tr>
<td><strong>English (9 credits)</strong>*</td>
<td></td>
<td>NRS 230**</td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
<td>Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
<td>NRS 231**</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities (9 credits)</strong>*</td>
<td></td>
<td>NRS 232**</td>
<td></td>
</tr>
<tr>
<td>English (non-composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts, and Women's Studies</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science (9 credits)</strong></td>
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<td>NRS 233**</td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development (Lifespan)</td>
<td>3</td>
<td>Pathophysiological Processes I</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, History)</td>
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<tr>
<td><strong>Electives</strong></td>
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<td><strong>NRS 221/321</strong></td>
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</tr>
<tr>
<td>** ** NRS 221/321**</td>
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<td>Nursing in Chronic Illness II and End of Life</td>
<td>9</td>
</tr>
<tr>
<td>** ** NRS 222/322**</td>
<td></td>
<td>Nursing in Acute Care II and End of Life</td>
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<tr>
<td>NRS 224**</td>
<td>3</td>
<td>Population-Based Care</td>
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<tr>
<td>NRS 410**</td>
<td>9</td>
<td>Epidemiology</td>
<td>3</td>
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<tr>
<td>NRS 411**</td>
<td>10</td>
<td>Leadership and Outcomes Management in Nursing</td>
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<tr>
<td>NRS 424**</td>
<td>9</td>
<td>Integrative Practicum I ++</td>
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<tr>
<td>NRS 424 A-J** (Focus course, see course descriptions)</td>
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<tr>
<td>NRS 425**</td>
<td>9</td>
<td>Integrative Practicum II</td>
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<tr>
<td>NRS 425 A-J** (Focus course, see course descriptions)</td>
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<td><strong>Nursing Credits</strong></td>
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<td><strong>Non-Nursing Credits</strong>*</td>
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<td><strong>Electives</strong></td>
<td>34</td>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

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

** Students with an AAS in Nursing from an OCNE partner school may articulate NRS 224 for NRS 424.

** These are the degree requirements for OCNE students who attend the Portland or Ashland campus.

### Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or one semester of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination.

- 62 credits must be upper-division (300- or 400-level) coursework; 15 of which must be Arts, Letters and Sciences

- 2.0 cumulative GPA and minimum C grade in courses used for degree
# Sample 4-year Program of Study for Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Prerequisite Year (Minimum 45 credits)</th>
<th>Credits</th>
<th></th>
<th>Junior Year (46 Credits)*</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Arts, Letters and Sciences elective**</td>
<td>8-12</td>
<td></td>
<td>NRS 221/321 Nursing in Chronic Illness II and End of Life</td>
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<tr>
<td>Computer Literacy Competency**</td>
<td>varies</td>
<td></td>
<td>NRS 222/322 Nursing in Acute Care II and End of Life</td>
<td>9</td>
</tr>
<tr>
<td>Foreign Language Competency**</td>
<td>varies</td>
<td></td>
<td>NRS 410 Population-Based Care</td>
<td>9</td>
</tr>
<tr>
<td>Human Anatomy Physiology**</td>
<td>12</td>
<td></td>
<td>NRS 411 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Human Development**</td>
<td>3</td>
<td></td>
<td>Statistics**</td>
<td>4</td>
</tr>
<tr>
<td>Humanities electives**</td>
<td>3</td>
<td></td>
<td>Humanities Electives</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition**</td>
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<td></td>
<td>Arts, Letters and Sciences Electives</td>
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<tr>
<td>Social Science Electives**</td>
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<td>Written English/English Composition**</td>
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<tr>
<td>Math 95 or Higher* +</td>
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</table>

## Sophomore Year (46 credits)

| Introduction to Genetics**             | 3       |   | NRS 412 Leadership and Outcomes Management in Nursing | 10      |
| Humanities Electives**                 | 3       |   | NRS 424 Integrative Practicum I | 9       |
| Microbiology with lab*                 | 4       |   | NRS 424 I-J (Focus Course, see course descriptions) | 1       |
| Scientific or Technical Writing*       | 3       |   | NRS 425 Integrative Practicum II | 9       |
| NRS 110/210 Foundations of Nursing:     | 9       |   | NRS 425 I-J (Focus Course, see course descriptions) | 1       |
| Health Promotion                       |         |   |                           |         |
| NRS 111/211 Foundations of Nursing in  | 6       |   |                           |         |
| Chronic Illness I                      |         |   |                           |         |
| NRS 112/212 Foundations of Nursing in  | 6       |   |                           |         |
| Acute Care I                           |         |   |                           |         |
| NRS 230 Clinical Pharmacology I        | 3       |   |                           |         |
| NRS 231 Clinical Pharmacology II       | 3       |   |                           |         |
| NRS 232 Pathophysiological Processes I | 3       |   |                           |         |
| NRS 233 Pathophysiological Processes II| 3       |   |                           |         |

## Senior Year (43 Credits)*

| Total Credits                          | 180     |

* Selected 400-level courses may be offered either in the Junior or the Senior year. Check individual programs of study for current cohort sequencing.  
** These courses are not offered at OHSU. Students are responsible for enrolling and transferring courses from other institutions of which 15 credits must be 300/400 level courses.  
+ Competency for math 95 or above must be demonstrated prior to application. Competency may be demonstrated by a math placement test or by successful completion of Math 95 or higher. Math 95 credits are not applicable to credits for the bachelor’s degree; however, Math courses that are 100 or higher may be included in the credits that are applied to the prerequisites and to the degree. In choosing a math course the student is advised to consider the prerequisite for Statistics, which will be required later in the nursing program.
### Prerequisites (with a grade “B” or better.)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Human Anatomy Physiology: one year long course</td>
<td></td>
</tr>
<tr>
<td>Nutrition: one course</td>
<td></td>
</tr>
<tr>
<td>Human Growth Development: one course</td>
<td></td>
</tr>
<tr>
<td>Microbiology: one course</td>
<td></td>
</tr>
<tr>
<td>Introduction to Genetics: one course or a module</td>
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</tr>
<tr>
<td>within a course</td>
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<tr>
<td>Statistics: one course</td>
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### Nursing Courses (72 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRS 210</td>
<td>Foundations of Nursing: Health Promotion</td>
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</tr>
<tr>
<td>NRS 230</td>
<td>Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 231</td>
<td>Clinical Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 232</td>
<td>Pathophysiological Processes I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 233</td>
<td>Pathophysiological Processes II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 331</td>
<td>Foundations of Nursing: Chronic Illness and End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 332</td>
<td>Foundation of Nursing: Acute Care and End of Life</td>
<td>12</td>
</tr>
<tr>
<td>NRS 410</td>
<td>Population-Based Care</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412A</td>
<td>Leadership and Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412B</td>
<td>Leadership and Outcomes Management in Nursing</td>
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</tr>
<tr>
<td>NRS 435</td>
<td>Integrated Practicum</td>
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### Nursing Credits

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<thead>
<tr>
<th>Nursing Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Non-Nursing Credits from Prior Degree</td>
<td>108</td>
</tr>
<tr>
<td>Total Credits</td>
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</table>
### Non-Nursing Courses *(87 credits)*

<table>
<thead>
<tr>
<th>Natural Science group (26 credits)*</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology I, II, III with lab</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>Intro to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>English (9 credits)*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Humanities (9 credits)*</th>
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<tbody>
<tr>
<td>English (non-composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts and Women's Studies</td>
<td>9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science (9 credits)*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth and Development (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, History or Criminology)</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Electives</th>
<th>34*</th>
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<tbody>
<tr>
<td>15 upper-division non-nursing credits must be taken in a field other than nursing</td>
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</table>

### Nursing Courses *(39 credits)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRS 311</td>
<td>Health Promotion and Pathophysiological Processes</td>
<td>3</td>
</tr>
<tr>
<td>NRS 312</td>
<td>Chronic Illness and End of Life</td>
<td>3</td>
</tr>
<tr>
<td>NRS 410A</td>
<td>Population-Based Care</td>
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</tr>
<tr>
<td>NRS 410B</td>
<td>Population-Based Care</td>
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<tr>
<td>NRS 411</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412A</td>
<td>Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 412B</td>
<td>Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 424 I or J</td>
<td>(focus course)</td>
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<tr>
<td>NRS 425 I or J</td>
<td>(focus course)</td>
<td>1</td>
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<tr>
<td>NRS 426A</td>
<td>Integrative Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NRS 427</td>
<td>Practice Integration</td>
<td>3</td>
</tr>
</tbody>
</table>

### Articulation Credits *(18 credits)*

| Transfer Credits from ADN program accepted for lower division nursing (36 credits) | 36 |

**Total Credits** 180

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

**Note:** The majority of coursework is completed in an online learning environment.

### Other Graduation Requirements

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

### RNBS Transcript Evaluation

Students can receive up to 36 credits by articulation for nursing coursework successfully completed in their prior nursing program.

**RNBS Traditional Students are nurses who graduated from associate degree programs which were not part of the Oregon Consortium for Nursing Education Partnership.**
# Baccalaureate Completion Program for Registered Nurses (RNBS Distance Program)

## Degree Requirements for RNBS OCNE Associate Degree Graduates

### Non-Nursing Courses* (87 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Group (26 credits)*</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I, II, III with lab</td>
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</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td><strong>English (9 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
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<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities (9 credits)</strong>*</td>
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<td>English (non-composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts, and Women's Studies</td>
<td>9</td>
</tr>
<tr>
<td><strong>Social Science (9 credits)</strong>*</td>
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</tr>
<tr>
<td>Human Growth and Development (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, History or Criminology)</td>
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</tr>
<tr>
<td><strong>Electives</strong></td>
<td>34*</td>
</tr>
<tr>
<td>15 upper-division non-nursing credits must be taken in a field other than nursing</td>
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### Nursing Courses (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NRS 410A Population-Based Care</td>
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<tr>
<td>NRS 410B Population-Based Care</td>
<td>6</td>
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<tr>
<td>NRS 411 Epidemiology</td>
<td>3</td>
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<td>NRS 412A Leadership and Outcomes Management in Nursing</td>
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<tr>
<td>NRS 412B Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 424 I or J (focus course)</td>
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</tr>
<tr>
<td>NRS 425 I or J (focus course)</td>
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<tr>
<td>NRS 426A Integrative Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NRS 427 Practice Integration</td>
<td>3</td>
</tr>
</tbody>
</table>

### Transfer Credits from ADN program accepted for lower division nursing

NRS 210, NRS 211, NRS 212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 321, NRS 322 and NRS 424 | 60       |

### Total Credits

180

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

**Note:** The majority of coursework is completed in an online learning environment.

### Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or one semester of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework; 15 of which must be Arts, Letters and Sciences
- 2.0 cumulative GPA and minimum C grade in courses used for degree
OHSU School of Nursing has a history of academic and clinical excellence and a commitment to the missions of education, practice and research. The School of Nursing offers academically rigorous programs that are taught by nurse faculty members who are leaders in their field. US News & World Report consistently ranks the OHSU School of Nursing as one of the top 10 nursing schools in the nation and in 2011 ranked the graduate programs as seventh nationally. The master’s, postmaster’s and doctoral-level programs provide graduate students the opportunity to learn in an academic health care and research rich environment.

Programs leading to a master’s degree include the Advanced Nursing Practice Programs with specialties in Family Nurse Practitioner (FNP), Health Systems & Organizational Leadership (HSOL), Nurse Anesthesia (NA), Nurse-Midwifery (NMW) and Psychiatric Mental Health Nurse Practitioner (PMHNP); Oregon Master of Public Health (MPH); and Master of Nursing in Nursing Education with focus areas in adult-gerontology, community health and psychiatric mental health nursing. Programs leading to a doctoral degree include the Doctor of Nursing Practice (DNP) and the Doctor of Philosophy (PhD).

Master’s Degree Programs

Advanced Nursing Practice Programs
The School of Nursing offers graduate programs in Advanced Nursing Practice that are designed for nurses to advance their education to make a difference in the lives of patients and their families, as well as the larger community. Students choose a specialty area that culminates in a Master of Nursing (MN) and/or the Doctor of Nursing Practice (DNP). The Nurse Anesthesia (NA) program currently offers only the MN degree. The graduate programs in advanced clinical practice include Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), Nurse-Midwifery (NMW) and Psychiatric-Mental Health Nurse Practitioner (PMHNP). The graduate program in Health Systems & Organizational Leadership (HSOL) prepares nurses to lead in health systems and organizations. These programs focus on developing critical thinking, judgment and specialty expertise; understanding health systems, and the context of policy and economics; engaging in interdisciplinary care and collaboration; and increasing awareness of public health needs in a variety of health care settings. The programs of study reflect a balance of theory, practice and research to ensure students become clinically expert and are able to apply available research evidence within their practice. On completion of the MN degree in these specialties, graduates are prepared to meet the competencies and certification requirements of the specialty program.
The general competencies that must be met for the Master of Nursing for the FNP, HSOL, NA, NMW and PMHNP programs are:

1. Apply advanced knowledge in the science of a specialty area of advanced nursing practice.
2. Use emerging information and health technologies to access current research and health care data to improve patient care.
3. Make sound, culturally appropriate and ethically grounded clinical judgments based on critical analysis of the best available evidence.
4. Demonstrate the leadership skills that are essential for influencing policy and organizational systems for improving patient outcomes.

In order to apply for APRN licensing (FNP, NA, NMW, PMHNP and DNP) all initial applicants must provide documentation of a minimum of 384 hours of RN practice, which includes assessment and management of clients and is not completed as an academic clinical requirement or continuing education program. This requirement is waived for individuals practicing in the specialty area as a licensed certified nurse practitioner in another state for at least 384 hours in the advanced practice role.

**Family Nurse Practitioner (FNP) Program**

The Family Nurse Practitioner (FNP) Program prepares registered nurses to practice in primary health care settings that provide continuous, comprehensive care. FNPs assess, diagnose and manage acute and chronic health problems, consulting with specialists as needed. FNP students gain a solid foundation in clinical practice addressing the health care needs of individuals and families across the life span.

The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. The faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence.

In addition to content with a focus on all age groups, the program of study provides in-depth knowledge and clinical experiences in areas such as advanced health assessment/physical diagnosis, pathophysiology, pharmacology, health promotion, acute and chronic illness management, and role development as a primary care clinician. Clinical and didactic experiences prepare FNP students to enter practice with experience in billing, coding and documentation using state-of-the-art electronic medical record systems. Clinical sites may include private offices such as nurse practitioner owned practices, large health institutions such as HMOs, migrant and Indian Health centers and county health departments. Students obtain experiences serving rural and/or underserved populations. Supervised clinical experiences are provided to ensure the graduate can/will demonstrate all master’s competencies.

Graduates may seek certification as a family nurse practitioner with prescriptive privileges from the Oregon State Board of Nursing and are eligible for taking the national FNP certification exams (AANP or ANCC).

At the completion of the OHSU School of Nursing Family Nurse Practitioner program, the graduates will demonstrate the following competencies in addition to the general Master of Nursing and Advanced Practice competencies:

1. Demonstrate critical thinking with diagnostic, management and reasoning skills in the process of clinical decision-making within the scope of FNP practice.
2. Demonstrate professional behaviors in oral and written forms and establish collaborative relationships.
3. Assess and intervene to promote wellness and prevent disease.
4. Integrate contextual variables in assessment and provision of care.

_Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser._

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organization and Change</td>
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<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
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**Advanced Practice Core (15 credits)**

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<td>NURS 515A</td>
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<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II</td>
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<td>NURS 517</td>
<td>Health Assessment and Physical Diagnosis for Advanced Practice Nursing</td>
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<td>NURS 519</td>
<td>Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses</td>
<td>3</td>
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<tr>
<td>NURS 516</td>
<td>Advanced Pharmacology for Primary Care</td>
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**FNP Specialty Core (46-48 credits)**

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<td>NURS 509R</td>
<td>Practicum in Family Primary Care Management I</td>
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<td>NURS 509S</td>
<td>Practicum in Family Primary Care Management II</td>
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<td>NURS 509T</td>
<td>Practicum in Family Primary Care Management III</td>
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<td>NURS 509U</td>
<td>Practicum in Family Primary Care Management IV</td>
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<tr>
<td>NURS 509V</td>
<td>Procedures for APNs in Primary Care (or NURS 740 Urgent and Emergent Rural Care – for students in Rural Option)</td>
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</tbody>
</table>

**Credits**

- **MN 80**
- **Total Credits MN 80**
Health Systems and Organizational Leadership (HSOL) Program

The Health Systems and Organizational Leadership (HSOL) program prepares nurses to lead in health systems and organizations. Nurses will learn about the contextual attributes of complex dynamic health care delivery systems, sustainable organizations, the legislative and regulatory environment, and the financial and human resources that support the health care endeavor. Complexity and quality science will be a focus of the program with courses that will build skills in analyzing, leading and managing effective quality based health care systems and organizations where nurses advance the practice of professionals within their systems. The program will provide opportunities for interprofessional education, collaboration and practice. Once the student has completed the Master of Nursing degree he or she is eligible to sit for the Nurse Executive, Advanced exam through the American Nurses Credentialing Center.

On completion of the Health Systems and Organizational Leadership program the graduates will be able to demonstrate the following competencies in addition to the general Master of Nursing competencies:

1. Demonstrate the leadership skills essential for influencing organizational policy and improving patient care outcomes.
2. Apply advanced knowledge of nursing and health systems theories to positively impact organizational, care delivery and policy outcomes at a population level.
3. Integrate nursing and health systems knowledge in leading and advocating for the design, implementation and improvement of sustainable person–center practice models.
4. Maximize the use of human capital to impact the clinical care, quality outcomes and evidence-based policies within complex adaptive health systems.
5. Use information, quality science and knowledge management tools to make sound and ethical decisions that advance interprofessional and collaborative health services practice.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

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<tr>
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<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
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<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
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<td>Practice Evaluation</td>
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<td>NURS 733</td>
<td>Health Systems, Organization and Change</td>
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<td>NURS 735</td>
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Health Systems Core (21 credits)

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<tr>
<td>NURS 509HS</td>
<td>Practicum: Practice in Leading Effective Organizations</td>
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<tr>
<td>NURS 548</td>
<td>Quality Science in Health Services and Academic Practice</td>
<td>3</td>
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<td>NURS 549</td>
<td>Evidence Driven Clinical and Organizational Effectiveness</td>
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<tr>
<td>MGT 563</td>
<td>The Regulation and Legislation of Health Care Delivery</td>
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<tr>
<td>MGT 564</td>
<td>Business Planning and Strategy in Health Care</td>
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Organizational Leadership Specialty Core (9 credits)

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<th>Course Name</th>
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<tr>
<td>NURS 596</td>
<td>Complexity Science Approaches in Leading Academic and Health Services Organizations</td>
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</tr>
<tr>
<td>NURS 597</td>
<td>Creating Sustainable Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 598</td>
<td>Managing Human Capital</td>
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Elective Specialty Courses (6 credits)

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<td>MGT 506</td>
<td>Ethics in Health Care Organizations</td>
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<tr>
<td>MGT 515</td>
<td>Understanding the Medical Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td>MGT 546</td>
<td>Payment Systems in Health Care</td>
<td>2</td>
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<tr>
<td>MGT 566</td>
<td>Tech and Info Systems in Health Care Management</td>
<td>4</td>
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<td>MGT 570</td>
<td>Operations Management in Health Care</td>
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<tr>
<td>MGT 590</td>
<td>Effective Business Writing</td>
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</table>

Total Credits MN 53
Nurse Anesthesia (NA) Program
In response to local, regional and national need, the program has been established in conformance with all standards and criteria of the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the program is on excellence in clinical performance and evidence-based practice. The 27-month program of study is rigorous and highly clinically focused. In the first year, students receive a firm foundation in relevant basic and anesthesia science along with intensive simulation experience. The second year begins a five quarter sequence of clinical rotations designed to expose the student to a variety and depth of anesthesia experience. Throughout the second year students will attend seminars to foster the integration of advanced evidence-based nurse anesthesia content into their clinical practice.

Clinical experiences will be obtained at a variety of outstanding clinical anesthesia sites in the Portland Metro area, including OHSU, Portland Veteran's Administration Medical Center, Kaiser South Interstate Same Day Surgery Center, Kaiser Sunnyside Hospital and Southwest Washington Medical Center (Vancouver, Wash.). Students will rotate outside the Portland metro area to Three Rivers Community Hospital (Grants Pass, Ore.) and Tampa General Hospital (Tampa, Fla.). Some students will also rotate to University of Washington Medical Center and Seattle Children's Hospital (Seattle, Wash.), Providence Hood River Memorial Hospital (Hood River, Ore.), Curry General Hospital (Gold Beach, Ore.), Willamette Valley Medical Center (McMinnville, Ore.), Samaritan Pacific Community Hospital (Newport, Ore.), Prosser Memorial Hospital and Good Shepherd Medical Center (Hermiston, Ore.). Expenses associated with travel, housing and living at distant sites are the student's responsibility.

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

On completion of the nurse anesthesia program of study the graduate will have achieved the required didactic and clinical requirements to be eligible to apply for the National Certification Exam administered by the Council on Certification of Nurse Anesthetists.

At the completion of the OHSU School of Nursing Nurse Anesthesia Program, the graduates will demonstrate the following competencies in addition to the Master of Nursing for Advanced Practice programs competencies:
1. Demonstrate safe patient care with an emphasis on continual quality improvement throughout the perianesthetic period.
2. Provide individualized, culturally sensitive perianesthetic management.
3. Apply critical thinking skills during the perianesthetic period to ensure high quality patient care.
4. Use effective communication skills and technologies to provide collaborative perianesthesia care.
5. Integrate professional leadership skills in the delivery of perianesthetic care.
6. Synthesize relevant, current scientific knowledge and evidence-based research findings into practice.
7. Employ advocacy strategies to influence health care policy.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
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<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advanced Practice Nursing</td>
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Advanced Practice Core: (13 credits)

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<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II</td>
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</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment and Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519</td>
<td>Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses</td>
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### NA Specialty Core: (84 credits)

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<tr>
<td>NURS 509CA</td>
<td>Basic Principles of Anesthesia Lab I</td>
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<td>NURS 509CB</td>
<td>Basic Principles of Anesthesia Lab II</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CC</td>
<td>Advanced Principles of Anesthesia Lab I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CD</td>
<td>Advanced Principles of Anesthesia Lab II</td>
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<td>NURS 509CE</td>
<td>Advanced Clinical Practicum in Anesthesia I</td>
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<tr>
<td>NURS 509CF</td>
<td>Advanced Clinical Practicum in Anesthesia II</td>
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<td>NURS 509CG</td>
<td>Advanced Clinical Practicum in Anesthesia III</td>
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<td>NURS 509CH</td>
<td>Advanced Clinical Practicum in Anesthesia IV</td>
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<td>Advanced Clinical Practicum in Anesthesia V</td>
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<td>NURS 531</td>
<td>Basic Principles of Anesthesia I</td>
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<td>NURS 532</td>
<td>Basic Principles of Anesthesia II</td>
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<td>NURS 533</td>
<td>Advanced Principles of Anesthesia I</td>
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</tr>
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<td>NURS 534</td>
<td>Advanced Principles of Anesthesia II</td>
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<td>NURS 535</td>
<td>Pharmacology of Anesthetic Agents I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 536</td>
<td>Pharmacology of Anesthetic Agents II</td>
<td>3</td>
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<tr>
<td>NURS 537</td>
<td>Professional Issues for Nurse Anesthetists</td>
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</table>

**Total Credits MN** 103

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### Nurse-Midwifery (NMW) Program

The Nurse-Midwifery Program prepares graduates for certification as a Certified Nurse-Midwife by the American Midwifery Certification Board. This role encompasses care for women from menarche to menopause, including health promotion, management of common gynecologic and health problems and the entire spectrum of pregnancy care from preconception through birth and the newborn period.

The program strives to prepare compassionate, skilled clinician-scholars willing to address the issues that affect the lives of women. Faculty members expect students to develop a strong evidence base for practice, exhibit excellent skills in clinical decision making, achieve competence and gain confidence in their nurse-midwifery practice and embody a perspective of women’s health in the context of family and society.

A substantial portion of clinical learning in the program occurs in the context of the nurse-midwifery faculty practice at OHSU, staffed by senior nurse-midwifery faculty and dedicated to the education of nurse-midwifery students. Students receive experience in group prenatal care and water birth while providing care to a diverse population of women. Other clinical opportunities are provided in community health centers, health maintenance organizations, migrant health clinics and private practices. Students receive at least 1,000 hours of supervised clinical practice in the master’s program. Additional clinical experience is also a part of the clinical residency if students complete their midwifery education in the context of the Doctorate of Nursing Practice.

The nurse-midwifery faculty believes that excellence in practice is built on a foundation of relevant scientific evidence informed by the ancient and gentle art of midwifery. The practice of nurse-midwifery will not be advanced without attention to the development of midwifery scholarship to guide its practitioners. It is incumbent on Nurse-Midwives to document the efficacy of their model of care.
Objectives for students at the completion of the OHSU School of Nursing Nurse-Midwifery Program, include:

1. Demonstrate the independent management of primary health screening and health promotion of women from the perimenarcheal through postmenopausal periods.
2. Demonstrate the independent management of women during pregnancy, childbirth and the postpartum period.
3. Demonstrate the independent management of the care of the well newborn during the first 28 days of life.
4. Evaluate, utilize, interpret and collaborate in research.
5. Demonstrate Professional accountability through collaborative communication in the provision of midwifery care to women and their families.
6. Demonstrate an understanding of the concepts of health care principles and a familiarity with the American College of Nurse-Midwives (ACNM) Standards for the Practice of Midwifery and the ACNM Code of Ethics.
7. Demonstrate critical thinking and clinical judgment in the practice of clinical midwifery.
8. Apply interpersonal and communication skills to care for diverse populations of women and their families.
9. Demonstrate development of leadership skills directed toward representation of the midwifery model of care in clinical practice, health policy, education and scholarship.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

Master of Nursing Common Core (17 credits)

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<th>Course</th>
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<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
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<td>NURS 713</td>
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<td>NURS 733</td>
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<td>Health Systems, Organization and Change</td>
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<td>NURS 735</td>
<td>2</td>
<td>Applied Health Care Economics and Finance</td>
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Advanced Practice Core (15 credits)

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<td>NURS 516</td>
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<td>Advanced Pharmacology for Primary Care</td>
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NM Specialty Core (52 credits)

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<td>NURS 507B</td>
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<td>Fundamentals of Teaching Nurse-Midwifery students</td>
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<tr>
<td>NURS 509L</td>
<td>2</td>
<td>Practicum in Antepartum and Postpartum Management</td>
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<td>NURS 509M</td>
<td>3</td>
<td>Practicum in Nurse-Midwifery Management of the Intrapartum Period</td>
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<td>NURS 509N</td>
<td>3</td>
<td>Practicum in Nurse-Midwifery Management I</td>
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<td>NURS 509O</td>
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<td>Practicum in Advanced Women’s Health Care Management</td>
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<td>4</td>
<td>Foundations of Nurse-Midwifery</td>
</tr>
<tr>
<td>NURS 584</td>
<td>2</td>
<td>Care during the Reproductive Cycle</td>
</tr>
<tr>
<td>NURS 585</td>
<td>5</td>
<td>Antepartum/Postpartum Management</td>
</tr>
<tr>
<td>NURS 588</td>
<td>2</td>
<td>Primary Care for Nurse-Midwives</td>
</tr>
</tbody>
</table>

Total Credits MN 84
Psychiatric Mental Health Nurse Practitioner (PMHNP) Program

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Program focuses on the promotion of mental health for individuals, families and groups across the life span. PMHNP students complete courses in the psychiatric assessment, diagnosis and treatment of children and adolescents, and adults and elderly. Students are provided a strong background in personality development, pharmacology and psychopharmacology, and therapy modalities. Additional coursework emphasizes the community mental system, health promotion in vulnerable populations, and the development of and current role of the PMHNP in the health system.

The comprehensive care concepts of ethics, health determinants and equity in health care, epidemiology, informatics and evidence-based practice are emphasized and integrated into the first year. In the second year, concepts related to the context of care are presented and include health care policy, systems, economics and practice evaluation, with a focus on leadership and interdisciplinary collaboration.

Supervised clinical experiences (680 hours) with all age groups are required and made available in a variety of settings. Clinical settings in the community mental health system and in programs serving the severely mentally ill population are emphasized as part of the clinical experience. Faculty advisers assist with finding the clinical setting that best meets each student's learning interests and needs.

At the completion of the OHSU School of Nursing Family Psychiatric Mental Health Nurse Practitioner Program, the graduate will demonstrate not only the general Advanced Nursing Practice competencies but also the following PMHNP competencies:

1. Development of therapeutic relationships as a basis for assessment and provision of evidence-based interventions to individuals across the life span.
2. Ability to conduct psychiatric evaluations and diagnoses of mental health problems and psychiatric disorders.
3. Developments of a comprehensive diagnostic formulation of family systems and their functioning.
5. Documenting and communicating psychiatric evaluation, intervention and follow-up data.
6. Demonstrating professional accountability through collaborative communication and education within and between disciplines.
7. Implementing ethical strategies in the provision of mental health care.

Graduates from the MN program are eligible for national certification as a family psychiatric mental health nurse practitioner and to be subsequently licensed as a PMHNP in the state of Oregon by the Oregon State Board of Nursing.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Nursing Common Core (17 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advanced Practice Nursing</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organization and Change</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
</tr>
<tr>
<td><strong>Advanced Practice Core (13 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment and Physical Diagnosis for Advanced Practice Nursing</td>
</tr>
<tr>
<td>NURS 519</td>
<td>Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses</td>
</tr>
<tr>
<td><strong>PMHNP Specialty Core (49 credits)</strong></td>
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<tr>
<td>NURS 541</td>
<td>Theories and Systems for Advanced Psychiatric Mental Health Nursing Practice</td>
</tr>
<tr>
<td>NURS 544</td>
<td>Psychosocial Development in Advanced Practice Nursing</td>
</tr>
<tr>
<td>NURS 552</td>
<td>Understanding and Intervening in Common Mental Health Problems of Elders</td>
</tr>
</tbody>
</table>
### MASTER OF NURSING DEGREES

**NURS 571A**  
Assessment, Diagnosis and Treatment in Advanced PMHN: Ch./Adol.  
3

**NURS 571B**  
Assessment, Diagnosis and Treatment in Advanced PMHN: Adult  
3

**NURS 572A**  
Advanced PMHNP Intervention V: Child and Family Therapy  
3

**NURS 572B**  
Advanced PMHNP Intervention I: Introduction to Individual and Group Psychotherapy with Adults  
3

**NURS 572C**  
Advanced PMHNP Intervention II: Brief Therapies  
3

**NURS 572D**  
Advanced PMHNP Intervention III: Community Mental Health Advanced Nursing Practice  
3

**NURS 574A**  
Psychopharmacology: Adult  
4

**NURS 574B**  
Psychopharmacology: Children and Adolescents  
2

**NURS 509K**  
Practicum in Advanced PMH Roles: Adults  
4-13

**NURS 509KC**  
Practicum in Advanced PMH Roles: Children and Adolescents  
4-13

**Total Credits MN**  
79

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### Nursing Education/Master’s of Nursing (MN)

At the completion of the Nursing Education/Master’s of Nursing (MN) Program the graduate will be able to:

1. Demonstrate advanced knowledge in a specialty area of nursing practice.
2. Use emerging information technologies to access current research and health care data.
4. Demonstrate the leadership skills which are essential for influencing policy within organizations and for improving patient care outcomes.
5. Demonstrate beginning competence as a nurse educator as evidenced by the ability to:
   a. Determine competencies for selected learner groups, written at appropriate level of achievement and relevant for the specialty;
   b. Design, implement and evaluate competency-based learning activities for classroom, lab and clinical settings using sound pedagogical and instructional design principles;
   c. Facilitate learning related to central nursing competencies including: evidence-based practice, clinical judgment, cultural humility, ethical reasoning and quality improvement;
   d. Recognize individual variations in learning styles and cultural understanding and incorporate this assessment into instructional planning;
   e. Use written and observational methods to assess student’s learning;
   f. Incorporate emerging technologies into educational practice;
   g. Participate in curriculum development, program evaluation and improvement initiatives.
Nursing Education, Focus in Adult-Gerontology, Master’s of Nursing (MN)

The OHSU School of Nursing currently offers a specialty in nursing education in adult gerontology. In the next half century, the elderly population in the United States is projected to more than double in size—from 31 million to 80 million. Today, Oregon ranks 17th among the 50 states in the percentage of its population over age 65, but in less than 25 years the U.S. Bureau of the Census projects that Oregon will rank fourth. There is a critical need for nurse educators with in-depth knowledge of the very complex health care needs of older adults, for teaching prelicensure nursing students as well as practicing nurses. Students in this specialty will take coursework in health assessment, symptom management and other aspects of care of the older adult, as well as a practica in teaching gerontologic nursing.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

<table>
<thead>
<tr>
<th>Core Courses (12 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 513 Concepts of Advanced Nursing Knowledge and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 610 Conceptualizing Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 611 Evaluating Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612 State of the Science in Clinical Specialty</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Adult Gerontology Nursing Specialty (15 credits)</th>
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</thead>
<tbody>
<tr>
<td>NURS 509GG Clinical Practica with Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 538 Developing Learning Activities Regarding Health Promotion In Older Adults and Their Caregivers</td>
<td>3</td>
</tr>
<tr>
<td>NURS 539 Developing Learning Activities Regarding Health Systems In Care of the Older Adult: Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 540 Developing Learning Activities Regarding Common Geriatric Syndromes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552/652 Understanding and Intervening in Common Mental Health Problems</td>
<td>3</td>
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Nursing Education Core (12 credits)

<table>
<thead>
<tr>
<th>Nursing Education Core (12 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 561/661 Best Practices in Teaching Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 562/662 Learning Assessment in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 564/664 Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA/ 609AA Practicum in Teaching</td>
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</tbody>
</table>

Direct Care Core Nursing Courses (13 credits)

<table>
<thead>
<tr>
<th>Direct Care Core Nursing Courses (13 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 511 Current Issues in Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515A Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology and Pathophysiology II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits MN 51
Nursing Education, Focus in Community Health, Master’s of Nursing (MN)

Increased numbers of nurse educators who are able to provide leadership and high-quality education with a population focus are urgently needed. Increasing numbers of students are seeking baccalaureate education, creating a critical need for faculty prepared to teach community health nursing. The Nursing Education in Community Health Nursing requires advanced knowledge of public health, health policy, causes of persistent health inequities and other population based concepts. Coursework will include the review of current issues in public health, health policy, epidemiology, ethics and professionalism, as well as practica in teaching community health nursing.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Courses (11 credits)</th>
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</thead>
<tbody>
<tr>
<td>NURS 513</td>
<td>Concepts of Advanced Nursing Knowledge and Leadership 2</td>
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<tr>
<td>NURS 610</td>
<td>Conceptualizing Nursing Practice 3</td>
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<tr>
<td>NURS 611</td>
<td>Evaluating Evidence for Nursing Practice 3</td>
</tr>
<tr>
<td>NURS 612</td>
<td>State of the Science in Clinical Specialty 3</td>
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</table>

Community Health Nursing Specialty (16 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Community Health Nursing Specialty</th>
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<tbody>
<tr>
<td>CPH 521/621</td>
<td>Primary Health Care and Health Disparities: Social Determinants of Health and Community Assessment 4</td>
</tr>
<tr>
<td>CPH 522/622</td>
<td>Primary Health Care and Health Disparities: Communication and Informatics 3</td>
</tr>
<tr>
<td>CPH 533/633</td>
<td>Epidemiology Survey 3</td>
</tr>
<tr>
<td>CPH 539/639</td>
<td>Concepts of Environmental and Occupational Health 3</td>
</tr>
<tr>
<td>NURS 509A</td>
<td>Practicum in Population Health Management 3</td>
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</table>

Nursing Education Core (12 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Nursing Education Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 561/661</td>
<td>Best Practices in Teaching Nursing 4</td>
</tr>
<tr>
<td>NURS 562/662</td>
<td>Learning Assessment in Nursing 2</td>
</tr>
<tr>
<td>NURS 564/664</td>
<td>Clinical Teaching 3</td>
</tr>
<tr>
<td>NURS 509AA</td>
<td>Practicum in Teaching 3</td>
</tr>
<tr>
<td>609AA</td>
<td></td>
</tr>
</tbody>
</table>

Direct Care Core Nursing Courses (12 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Direct Care Core Nursing Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510</td>
<td>Health Assessment 3</td>
</tr>
<tr>
<td>NURS 511</td>
<td>Current Issues in Pharmacology 3</td>
</tr>
<tr>
<td>CPH 526/626</td>
<td>Epidemiology of Aging and Chronic Disease 3</td>
</tr>
<tr>
<td>CPH 527/627</td>
<td>Epidemiology of Disease 3</td>
</tr>
</tbody>
</table>

Total Credits MN 51
Nursing Education, Focus in Psychiatric-Mental Health Nursing, Master’s of Nursing (MN)

The demand for nurses who have educational preparation in nursing education in psychiatric mental health nursing is currently growing. There is a critical need for educators prepared to teach prelicensure nursing students and practicing nurses in mental health nursing. The Psychiatric Mental Health Nurse Educator requires advanced knowledge of psychiatric illnesses, disorders and psychopharmacology. Students enrolling in this specialty will complete coursework in the assessment, diagnosis and treatment of mental health as well as practica in teaching psychiatric mental health nursing.

*Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.*

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychiatric Mental Health Core Courses (12 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 513 Concepts of Advanced Nursing Knowledge and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 610 Conceptualizing Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 611 Evaluating Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612 State of the Science in Clinical Specialty</td>
<td>3</td>
</tr>
<tr>
<td><strong>PMHN Specialty Courses (14 credits)</strong></td>
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</tr>
<tr>
<td>NURS 509BB Clinical Practica with Psychiatric Mental Clients</td>
<td>3</td>
</tr>
<tr>
<td>NURS 541 Theories and Systems for Advanced Psychiatric Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544 Psychosocial Development in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572B Advanced Psychiatric Mental Health Nursing Intervention I: Introduction to Psychotherapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td><strong>Nursing Education Core (12 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 561/661 Best Practices in Teaching Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 562/662 Learning Assessment in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 564/664 Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA/609AA Practicum in Teaching</td>
<td>3</td>
</tr>
<tr>
<td><strong>Direct Care Core (12 credits)</strong></td>
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</tr>
<tr>
<td>NURS 510 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 511 Current Issues in Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515A Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology and Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits MN</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
Oregon Master of Public Health (MPH) Program and Graduate Certificate in Public Health (GCPH)

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

The MPH program is jointly governed by the Oregon Master of Public Health and the OHSU School of Nursing. On completion of the OMPH program, all students will demonstrate knowledge and skills related to public health practice that includes the ability to:

Oregon Master’s Public Health (OMPH) competencies:
1. Apply evidence-based knowledge of health determinants to public health issues.
2. Select and employ appropriate methods of design, analysis and synthesis to address population-based health problems in urban and rural environments.
3. Integrate understanding of the interrelationship among the organization, delivery and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Employ ethical principles and behaviors.
6. Enact cultural competence and promote diversity in public health research and practice.
7. Apply public health knowledge and skills in practical settings.

On completion of the OHSU School of Nursing Master of Public Health, Primary Health Care and Health Disparities Program, students will demonstrate the following competencies:

1. Develop and manage interventions to promote and protect the health of populations at risk.
2. Assess the health status of vulnerable populations.
3. Lead and participate in interdisciplinary efforts to address health disparities.
4. Lead individual actions or collaborate with community partners to create, maintain and modify health promotion and risk-reduction programs.
5. Conduct, participate in and apply research with vulnerable populations.
6. Enact cultural competence.
7. Communicate policy options.
8. Act ethically and make apparent the effect of ethical issues on the practice of public health.
9. Design and implement strategies to promote primary health care as a philosophy of care and an approach to providing community-based services.
10. Apply biological principles to development and implementation of disease prevention, control or management programs.

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 530</td>
<td>Introduction to Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>CPH 533</td>
<td>Epidemiology Survey</td>
<td>3</td>
</tr>
<tr>
<td>CPH 537</td>
<td>Principles of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CPH 539</td>
<td>Concepts of Environmental and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 540</td>
<td>Health Systems Organization</td>
<td>3</td>
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</tbody>
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Primary Health Care and Health Disparities Required Track Courses (25 credits):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 509A</td>
<td>Graduate Internship in Public Health</td>
<td>1-6</td>
</tr>
<tr>
<td>CPH 521</td>
<td>Primary Health Care and Health Disparities: Social Determinants of Health and Community Assessment</td>
<td>4</td>
</tr>
<tr>
<td>CPH 522</td>
<td>Primary Health Care and Health Disparities: Communication and Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>
```
**Graduate Certificate in Public Health**

The Graduate Certificate in Public Health (GCPH) is jointly governed by the Oregon Master of Public Health and the OHSU School of Nursing. The GCPH program content is designed to enhance the preparation of public health professionals not currently prepared in a public health academic specialty and provide a broad introduction to public health. Students who successfully complete the GCPH are eligible to apply to the OMPH on any campus and to any track to complete a Oregon Master of Public Health degree. Graduates of the OHSU School of Nursing GCPH program can transfer GCPH coursework into the MPH program and may apply without the GRE.

On completion of the GCPH, students will demonstrate knowledge and skills related to public health practice that includes the ability to:

1. Apply core public health knowledge and skills in public health practice settings.
2. Integrate understanding of the interrelation of quality improvement processes with the delivery and organizing of public health services.

**Required courses:**

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

**Total Credits MN** 19-20
GRADUATE CERTIFICATE OPTIONS

Post Master’s Certificate Options (PMCO)

For applicants who already have a master’s degree in nursing but would like to earn a certificate in a second specialty, OHSU offers a postmaster’s certificate option (PMCO). Applicants who have certification in another advanced practice nursing (APN) specialty may have had previous coursework that can allow credits to be transferred or PMCO coursework to be waived. The decision regarding transfer or waiver rests with the faculty of record teaching the equivalent course at OHSU. Please refer to policy information on transfer/waiver coursework in this catalog. On acceptance into the PMCO, the student's adviser will help to identify which previous coursework may qualify. It is the student's responsibility to provide documentation to assist the faculty of record in making the decision to allow transfer or waiver. Documentation typically consists minimally of the title, description and objectives for previous coursework that might be applied to the PMCO. Depending on which credits may be transferred or waived, the length of time required to complete the program requirements may vary.

In addition to the Advanced Practice Gerontological Nursing PMCO and the Nursing Education PMCO, there are also PMCO’s available in the following clinical specialties: FNP, HSOL, NMW and PMHNP, and embodies the same philosophy and objectives as described with the individual master’s specialty programs. The program requirements for the PMCO clinical specialties include the specialty courses for the designated program. With the exception of HSOL, the PMCO specialties also includes all courses in the APN core. Completion of the PMCO qualifies the applicant for national certification in that specialty.

For those seeking a second specialty and who would additionally like to pursue the DNP, there is a program of study for the PMCO/DNP. This program additionally requires the DNP courses and completion of a residency practicum and clinical inquiry project. For more information, see the DNP Program description.

Advanced Practice Gerontological Nursing/Postmaster’s Certificate Option (PMCO)

The PMCO in the Advanced Practice Gerontological Nursing Program involves nine credits of didactic and three to seven credits of a clinical practica. Arrangements for clinical placements will be tailored to individual student needs. Applicants to the PMCO Advanced Practice Gerontological Nursing program must be credentialed as an advanced practice nurse practitioner or adult clinical nurse specialist.

Program Outcomes – Advance Practice Gerontology Nursing:

1. Demonstrate advanced knowledge in the nursing care of older adults and their family caregivers as evidenced by the ability to:
   a. Assess physical, functional, cognitive and mental health status using age, gender and culturally appropriate standardized assessment instruments.
   b. Identify typical and atypical presentations of common health problems of older adults.
   c. Treat and manage common geriatric syndromes such as falls, loss of function, delirium, dementia and incontinence.
   d. Develop a plan for long-term management of health and illness of older adults.

2. Critically evaluate theoretical, scientific and contemporary clinical knowledge for the assessment and management of both health and illness states of older adults.

3. Achieve improved health outcomes for older adults by overseeing and directing the delivery of clinical services within an integrated system of health care.

Scholarships are available through the Hearst Endowment.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 509GG</td>
<td>Clinical Practica with Older Adults Practicum</td>
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<td></td>
<td>Hours are based on NURS 509GG credit hours</td>
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<td></td>
<td>(1 credit: 4 hours)</td>
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<tr>
<td>NURS 542</td>
<td>Aging Person and Family: Health Promotion</td>
<td>3</td>
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<tr>
<td>NURS 543</td>
<td>Understanding and Intervening for Common Geriatric Syndromes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546</td>
<td>Health Systems in the Care of Older Adults</td>
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</tr>
<tr>
<td>NURS 552/652</td>
<td>Understanding and Intervening in Common Mental Health Problems of Elders (option)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 12-19
Nursing Education/Post Master’s Certificate Option (PMCO)

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

The PMCO in Nursing Education Program is intended for nurses with a master’s degree in a clinical nursing specialty or a bachelor’s degree in nursing and a master’s in a related field. For the person with a master’s in nursing, the program of study requires a minimum of 18 credit hours. For the person with a baccalaureate in nursing and a master’s in a related field, the program of study requires a minimum of 28 credit hours, at least 10 of which must be in advanced practice nursing. Programs of study are tailored to supplement the master’s in a related field providing relevant advanced nursing content as well as learning experiences in the practice of teaching nursing. Course formats will include in-person intensives, Internet-based modalities, faculty-facilitated seminars and practica.

Competencies:

1. Determine competencies for selected learner groups, written at appropriate level of achievement and relevant for the specialty.
2. Design, implement and evaluate competency-based learning activities for classroom, lab and clinical settings using sound pedagogical and instructional design principles.
3. Facilitate learning related to central nursing competencies including evidence-based practice, clinical judgment, cultural humility, ethical reasoning and quality improvement.
4. Recognize individual variations in learning styles and cultural understandings and incorporate this assessment into instructional planning.
5. Use written and observational methods to assess student’s learning.
6. Incorporate emerging technologies into educational practice.
7. Participation in curriculum development, program evaluation and improvement initiatives.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507I/607I</td>
<td>Selected Topics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA</td>
<td>Practicum in Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>NURS 561/661</td>
<td>Best Practices in Teaching Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 562/662</td>
<td>Learning Assessment in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 563/663</td>
<td>Simulation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 564/664</td>
<td>Clinical Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits**: **18-28

*This is a 120 hour practicum that can be spread out over multiple terms.

**10 additional credits in Advanced Nursing is required for students without a master’s degree in nursing to be negotiated with adviser.
Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) represents the highest degree in nursing practice. Graduates receive additional clinical preparation designed to expand practice in breadth or depth, as well as coursework and mentorship to facilitate leadership and clinical inquiry in their professional career. The Doctor of Nursing Practice (DNP) program was implemented at OHSU School of Nursing in 2007 and celebrated its first graduates in 2009. The DNP program educates nurses prepared in advanced practice nursing (FNP, NMW, PMHNP) or HSOL to provide leadership in clinical inquiry, policy and innovation in health care. The DNP program builds on the advanced practice nursing master's programs and prepares leaders in a culture of innovation and inquiry. For more information about the Doctor of Nursing Practice, please visit the American Association of Colleges of Nursing, www.aacn.nche.edu/DNP.

The DNP offers two foci: an advanced practice clinical focus and a health systems/organizational leadership focus. The clinically focused DNP prepares expert clinicians to critically analyze ethical and equity concerns, and health systems and policy in order to optimize health outcomes. The health systems focused DNP prepares organizational leaders to engage in contextual and systematic analysis of clinical phenomena in order to optimize health systems in the delivery of high quality care. The spirit of innovation and inquiry is foundational to graduating DNP practitioners prepared in leadership to identify, develop and evaluate solutions to health care's most troubling challenges. In addition to the competencies for the MN degree and specialty, DNP students are expected to meet DNP program outcomes. Accordingly, the DNP graduate is prepared to:

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

The DNP may be earned through five options according to the student's previous level of education.

1. The accelerated baccalaureate to Nurse-Midwifery (MN/DNP) or PMHNP program requires a bachelor's degree in a related field and acceptance into the PMHNP or Nurse-Midwifery Program. Successful program progression includes earning the BS degree in nursing and obtaining RN licensure, earning the MN degree in the NMW or PMHNP specialty (previously described) and completing benchmarks that include obtaining pertinent national certification and state licensure before completing the final year of courses, practicum, and inquiry to earn the DNP degree. Refer to the appropriate program description pages for further details.

2. The postbaccalaureate program (MN/DNP) option requires a bachelor's degree in nursing and RN licensure. Successful program progression includes earning the MN degree in an advanced practice specialty (previously described) and completing benchmarks that include obtaining pertinent national certification and state licensure before completing the third year of courses, practicum, and inquiry to earn the DNP degree.

3. The post master's certificate option (PMCO/DNP) is for those students who seek to obtain a second specialty and to earn the DNP. A previous master's degree in nursing is required for clinical specialties whereas a master's degree in nursing or in a related field is acceptable for the health systems and organizational leadership specialty. In addition to completing the requirements of the new specialty, students complete the DNP courses offered within the MN program and the benchmarks that include meeting pertinent national certification and state licensure expectations before completing the third year of the DNP program to earn the degree.

4. The postmaster's DNP program is for advanced practice nurses that are currently certified and/or licensed and have at least one year of active practice experience in their specialty. The DNP courses for this program are offered online (with some face to face intensives), and the DNP courses, practicum and inquiry project are required for the degree.

5. The Rural Health option is a rural practice-focused option within the OHSU School of Nursing Doctor of Nursing Practice Program. It is designed to prepare expert rural advanced practice nurses and leaders needed to improve health and health care outcomes of rural communities. This option will provide nurses with the education necessary to face the unique challenges and meet the specific demands of rural practice through an intraprofessional collaborative curriculum that culminates with a rural nine-month clinical residency and an in-depth clinical inquiry project. Interested students apply to the Rural Health Option after their first year in their postmasters or advanced practice nursing DNP program.
The accelerated baccalaureate to PMHNP or NMW MN/DNP program, the postbaccalaureate MN/DNP program, and the postmaster’s certificate PMCO/DNP program require the following DNP courses to earn the MN or Post Master’s Certificate in a new specialty:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
<td>2</td>
</tr>
</tbody>
</table>

At the end of the second year, MN/DNP and PMCO/DNP students are expected to meet benchmark requirements to assess readiness to proceed to the Clinical Inquiry Project, as well as to complete the pertinent specialty comprehensive/certification examination and obtain specialty licensure after graduation. The third year of the DNP program includes the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 702</td>
<td>Concepts for Doctoral Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 715</td>
<td>Methods for Clinical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>NURS 703</td>
<td>Clinical Inquiry</td>
<td>6</td>
</tr>
<tr>
<td>NUSR 790</td>
<td>Clinical Residency</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Specialty Required Courses or Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

The Post Master’s DNP Program extends over two academic years (8 quarters). The courses are offered online for Post Master’s DNP students, who have priority for enrollment. Some courses require a face-to-face intensive meeting for instruction. Students can expect to come to campus at least twice each year. Most DNP courses also have a face-to-face section on campus in Portland for MN/DNP and PMCO/DNP students; Post Master’s DNP students are welcome if they prefer this modality. The following courses constitute the program of study:

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.
DOCTOR OF PHILOSOPHY DEGREES

Doctor of Philosophy (PhD)

The purpose of the PhD program is to prepare nursing research scholars who will assume positions of leadership in academic and health care settings. Coursework is planned for two years of full-time study. The first year encourages students to expand their thinking and provides the foundation for later work. Coursework covers knowledge development, philosophy of science, research methods, critical appraisal and synthesis of the literature, and programs of research. In the second year students are encouraged to focus on a research topic. Students work with a research team and further their knowledge of methods. Major threads integrated across courses include ethics, ethical conduct of research, health policy, interprofessional research, and translational research. The major work after coursework is completed is development of a unique, individual research project in a dissertation.

PhD Competencies

At the end of the PhD program the graduate will be able to:
1. Critically evaluate and synthesize a defined body of relevant knowledge.
2. Identify significant, innovative research questions pertinent to human health.
3. Analyze theoretical perspectives and philosophic traditions in research design, identifying and evaluating the underlying assumptions.
4. Demonstrate methodological and analytical competence.
5. Identify appropriate research design, drawing on a deep understanding of methods from at least one research tradition.
6. Understand and comply with current policies on rights of research participants, copyright, ethics, data ownership, and use of animals, hazardous materials, and rDNA.
7. Provide culturally appropriate safeguards for protection of research participants.
8. Collect and store data in accordance with good practices.
9. Design and conduct an independent, innovative research project that has the potential of both advancing nursing science and establishing a foundation for a program of research.
10. Accurately and professionally communicate knowledge to others both verbally and in writing.
11. Produce written documents appropriate for publication.
Postmaster’s Doctor of Philosophy

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

The PhD program is distance friendly and technology-enhanced, meaning students can complete it without having to move to Portland. Courses are delivered in a variety of modes, including intensive, face-to-face time (approximately one week per academic quarter), synchronous videoconference and asynchronous online discussions.

Students work with faculty to design a program of study combining coursework and independent study in their research areas, advanced methods, and practica in research and teaching.

At the end of the first year, students will be matched to a research team in their area of substantive focus (nursing science focus area) and choose whether to take the interpretive or quantitative methods series in their second year. The nursing science work is based on active research programs in the school, providing students with the opportunity for acquiring experience in many aspects of the research enterprise. The third year is focused on dissertation research.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601</td>
<td>Research Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 613</td>
<td>Knowledge Development in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Research Methods in the Contemporary Empiricist Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616</td>
<td>Research Methods in the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620</td>
<td>Ethical Issues in the Responsible Conduct of Research</td>
<td>1</td>
</tr>
<tr>
<td>NURS 621</td>
<td>Critical Appraisal of the Research Literature</td>
<td>3</td>
</tr>
<tr>
<td>NURS 622</td>
<td>Influential Programs of Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 623</td>
<td>Evolving Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 624A</td>
<td>Integrative Seminar in Nursing Research I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 624B</td>
<td>Integrative Seminar in Nursing Research II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 624C</td>
<td>Integrative Seminar in Nursing Research III</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 654</td>
<td>Research Methods for Examining Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Theoretical Foundations for Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Synthesis of Research Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Methods (9 credits)

Students select the Interpretive or the Quantitative sequence:

Interpretive sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 625</td>
<td>Grounded Theory and Ethnographic Approaches to Research in the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 626</td>
<td>Narrative Approaches to Research in the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 627</td>
<td>Critical, Feminist and Post-modern Approaches to Research In the Interpretive Tradition</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

Quantitative Sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 628</td>
<td>Analysis Methods for Quantitative Research: Applied Stats I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 629</td>
<td>Analysis Methods for Quantitative Research: Applied Stats II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Analysis Methods for Quantitative Research: Advanced Measurement</td>
<td>3</td>
</tr>
</tbody>
</table>

Focus Area (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 631</td>
<td>Nursing Science Focus Area</td>
<td>9</td>
</tr>
</tbody>
</table>

Electives (6 credits)  

Dissertation Credits 27

Total Credits PhD 90
Postbaccalaureate Doctor of Philosophy

Students who matriculated prior to fall 2012 should refer to the catalog for the year they began or the transitional program of study (POS) that has been developed by their adviser.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (9 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 610 Conceptualizing Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 611 Evaluating Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612 State of the Science in Clinical Specialty</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Practice Nursing Core (12 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 510 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 511 Current Issues in Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515A Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology and Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>PhD Nursing Core (39 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 601 Research Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 613 Knowledge Development in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614 Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 615 Research Methods in the Contemporary Empiricist Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616 Research Methods in the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620 Ethical Issues in the Responsible Conduct of Research</td>
<td>1</td>
</tr>
<tr>
<td>NURS 621 Critical Appraisal of the Research Literature</td>
<td>3</td>
</tr>
<tr>
<td>NURS 622 Influential Programs of Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 623 Evolving Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 624A Integrative Seminar in Nursing Research I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 624B Integrative Seminar in Nursing Research II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 624C Integrative Seminar in Nursing Research III</td>
<td>2</td>
</tr>
<tr>
<td>NURS 654 Research Methods for Examining Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 656 Theoretical Foundations for Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 657 Synthesis of Research Literature</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods (9 credits)</td>
<td></td>
</tr>
<tr>
<td>Students select the Interpretive or the Quantitative sequence:</td>
<td></td>
</tr>
<tr>
<td>Interpretive Sequence:</td>
<td></td>
</tr>
<tr>
<td>NURS 625 Grounded Theory and Ethnographic Approaches to Research in the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 626 Narrative Approaches to Research in the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 627 Critical, Feminist and Post-modern Approaches to Research In the Interpretive Tradition</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Quantitative Sequence:</td>
<td></td>
</tr>
<tr>
<td>NURS 628 Analysis Methods for Quantitative Research: Applied Stats I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 629 Analysis Methods for Quantitative Research: Applied Stats II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630 Analysis Methods for Quantitative Research: Advanced Measurement</td>
<td>3</td>
</tr>
<tr>
<td>Focus Area (9 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 631 Nursing Science Focus Area</td>
<td>9</td>
</tr>
<tr>
<td>Electives (12 credits)</td>
<td>12</td>
</tr>
<tr>
<td>Dissertation Credits</td>
<td>27</td>
</tr>
<tr>
<td>Total Credits PhD</td>
<td>117</td>
</tr>
</tbody>
</table>

Students interested in completing the Postbaccalaureate Doctor of Philosophy can also elect to complete a Nursing Education/Master's of Nursing (MN) in Adult Gerontology, Community Health, or Psychiatric Mental Health Nursing specialty. Students interested in this option must apply and be accepted to both the Nursing Education/Master's of Nursing (MN) and the Postbaccalaureate Doctor of Philosophy programs. An individual program of study will be constructed for each student interested in this option that satisfies the requirements for both degrees. Students will work with their PhD program advisers who will consult with the Nursing Education/Master's of Nursing (MN) Program Director to build a program of study. The two programs have separate requirements and scheduling conflicts may require longer times to degree completion in both programs.
Postdoctoral Program

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

Individual postdoctoral fellowships can be obtained through the F32 mechanism funded by NINR. Postdoctoral research programs are individually negotiated between fellows and one or more faculty sponsors. Applicants interested in obtaining postdoctoral research fellowships at the OHSU School of Nursing should contact the faculty member whose area of interest best matches their own and negotiate a possible sponsor relationship. Faculty profiles can be found at www.ohsu.edu/son.

PhD Benchmarks

All matriculated students in the Doctor of Philosophy (PhD) program are required to pass the established Interim and Terminal Benchmarks as indicated in the PhD Program Guidelines or other official PhD documents outlining the procedures for these benchmarks. Documentation and procedures related to these benchmarks are established, maintained and distributed by the PhD Admission and Progression committee and the PhD Program director. Failure to successfully meet these benchmarks may cause a student to be placed on probation or to be dismissed from the School of Nursing.

Interim and Terminal Benchmarks

First-Year Benchmark: Integrative Review

The purpose of the integrated literature review is to critically analyze a segment of a published body of knowledge through summary, classification and comparison of prior research studies, prior literature reviews and theoretical articles. The classification and comparison are very important, as they form the synthesis (i.e., the overall picture) of the body of literature that supports students’ future research. This benchmark is a literature synthesis that is a self-contained unit.

The review is due by the end of summer term of the first year for students in the full-time postmaster’s program of study and September of the second year for students in the full-time postbaccalaureate program. Students with part-time programs of study will submit the proposal no later than the end of summer term of the year in which they complete the first-year core courses of the PhD program of study.

Annual PhD Student Evaluation of Academic Progress

The purpose of the evaluation of academic progress is to provide all students feedback on their progression through the PhD program. Final judgment about student status is made by the PhD faculty as a whole. In addition, students are encouraged to consult with faculty mentors throughout their doctoral experience to ensure timely and successful completion of the program. The evaluation of academic progress for first- and second-year students will include the following three elements:

- Student self-evaluation,
- Student curriculum vitae
- Faculty evaluation of student competencies

For third-year students in the full-time postmaster’s program and fourth-year students in the postbaccalaureate program, and annually through graduation, students will submit the following to the dissertation chair: an updated CV; a progress report on the conduct of the dissertation; and a timeline for plans for the next year. The dissertation chair report to the PhD faculty on the candidate’s progress in conduct of his or her dissertation research.

Second-Year Benchmark: Competitive Research Proposal Benchmark (CRPB)

The purpose of the competitive research proposal benchmark (CRPB) is for the PhD student to demonstrate understanding and knowledge of a substantive area of nursing with the ability to develop a research plan; to assess a student’s ability to integrate and apply concepts covered in the core courses of the PhD program; and to assess the student’s readiness to proceed with developing the dissertation proposal. Students are required to submit their CRPB after the completion of the core courses. The proposal is due no later than May 31 of the second year for students in the full-time postmaster’s program of study and May 31 of the third year for students in the full-time postbaccalaureate program of study. Students with part-time programs of study will submit the proposal no later than May 31 of the year in which they complete the core courses (37 credits) of the PhD program of study.
Candidacy Examination
The nature of the oral candidacy examination is to assess the student’s ability to think through and respond to the examination questions and to defend his or her responses both logically and articulately. In addition, the examination will assess breadth and depth of knowledge in the research field and readiness to conduct dissertation research. The oral candidacy examination is conducted by the dissertation committee, which consists of a minimum of three members. At least two of the committee members, including the chair, must be faculty members in the School of Nursing.

Dissertation Proposal Defense
The dissertation proposal defense provides the dissertation committee an opportunity to examine the research plan and related protocols.

Dissertation Defense
The dissertation defense provides the dissertation committee with an opportunity to examine the student orally and publicly on the completed dissertation research. The dissertation is expected to reflect the integration of theory, practice and research.
Course Descriptions

Undergraduate Course Descriptions

NRS 110/210 Foundations of Nursing – Health Promotion
9 credits
This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills identified in the OCNE Core Nursing Skills document. May be offered on some campuses as NRS 210A (4 credits) and NRS 210B (5 credits).
Prerequisites: Anatomy and Physiology.

NRS 111/211 Foundations of Nursing in Chronic Illness I
6 credits
This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in multiple ethnic groups. The client’s and family’s “lived experience” of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are explored in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes and older adults with dementia. The course includes classroom and clinical learning experiences.
Prerequisites: NRS 110/210; Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233

NRS 112/212 Foundations of Nursing in Acute Care I
6 credits
This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into
clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences.

Prerequisites: NRS 110/210: Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233

**NRS 230 Clinical Pharmacology**
3 credits
This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.

Prerequisites: Anatomy and Physiology sequence; Microbiology

**NRS 231 Clinical Pharmacology II**
3 credits
This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products not contained in Clinical Pharmacology I.

Prerequisites: NRS 230

**NRS 232 Pathophysiological Processes I**
3 credits
This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors and pain, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

Prerequisites: Anatomy and Physiology sequence; Microbiology

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

Prerequisite: NRS 232

**NRS 221/321 Foundations of Nursing in Chronic Illness II and End-of-Life**
9 credits
This course builds on Foundations of Nursing in Chronic Illness I. The evidence base related to family care giving and symptom management is a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination and autonomy are explored. Complex skills associated with the assessment and management of concurrent illnesses and conditions are developed within the context of client and family preferences and
needs. Skills related to enhancing communication and collaboration as a member of an interdisciplinary team are further explored. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities affecting functional status and family relationships. The course includes classroom and clinical learning experiences. (Can follow Nursing in Acute Care II and End-of-Life).

Prerequisites: Completion of First year of Nursing Curriculum: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232 and NRS 233

NRS 222/322 Foundations of Nursing in Acute Care II and End-of-Life
9 credits
This course builds on Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. The evidence base supporting appropriate focused assessments, and effective, efficient nursing interventions is explored. Life span factors, cultural variables and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Case scenarios incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. (Can follow Nursing in Chronic Illness II and End-of-Life Care).

Prerequisites: Completion of first year of nursing curriculum. NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232 and NRS 233

NRS 305/405 Reading and Conference
1-2 credits
Prerequisites: None

NRS 307/407 Seminar
1-2 credits
Prerequisites: None

NRS 309/409 Practicum
2 credits
Prerequisites: None

NRS 311 Health Promotion and Pathophysiological Processes
3 credits
This course introduces the concepts of personal/client health and behavior choice practices. Students learn to access research evidence about health promotion and health communication. To reduce health risks and enhance protective factors, students will explore behavior change, clinical practice guidelines and best practices related to health screening and assessment. Students learn about pathophysiological processes related to risk factors for disease and disease genesis. They find and relate research evidence about risk factors to a variety of audiences, including creating public education for diverse populations.

Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS)

NRS 312 Chronic Illness and End of Life
3 credits
This course explores nursing care for people living with chronic illness and their families. Concepts to be examined include the impacts of pathophysiological processes, individual and family developmental stages, and spiritual and cultural beliefs on management of chronic illness from diagnosis through death. Ethical and legal issues related to advocacy, self determination, autonomy, organizational systems and economic policies that influence delivery of health services will be discussed. Evidence-based care, including symptom management, will be addressed.

Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS)

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

conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences.

Prerequisites: Admission to Accelerated Baccalaureate program. NRS 210, NRS 230, NRS 232. Corequisite: NRS 231 and NRS 233

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

Prerequisites: Admission to Accelerated Baccalaureate program. NRS 210, NRS 331, NRS 230, NRS 231, RS 232, NRS 233

NRS 410 Population-Based Care
9 credits
This course is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health. It examines community and public health nursing as a synthesis of knowledge from nursing, public health and the social sciences, and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze prevalent population-based health issues; including chronic disease and disability; conduct community assessments; and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes classroom and clinical learning experiences.

Prerequisites: NRS 110/210, 111/211, 112/212, 230, 231, 232, 233, 222/322, 221/321; for Accelerated Baccalaureate students; NRS 331, 332

NRS 410A Population-Based Care: Chronic Illness and Health Promotion
3 credits
This course, along with NRS 410B, is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health. It examines community and public health nursing as a synthesis of knowledge from nursing, public health and the social sciences and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health, analyze prevalent population-based health issues; including chronic disease and disability, conduct community assessments and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes online classroom, independent and clinical experiences.

Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS). RNBS Traditional: NRS 311, NRS 312

NRS 410B Population-Based Care: Chronic Illness and Health Promotion
6 credits
This course, along with NRS 410A, is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health. It examines community and public health nursing as a synthesis of knowledge from nursing, public health and the social sciences and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze prevalent population-based health issues, including chronic disease and disability; conduct community assessments; and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes online classroom, independent and clinical experiences.

Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS). Prior or concurrent; NRS 411 and NRS 410A
NRS 411 Epidemiology
3 credits
Epidemiology is the study of the distribution and determinants of death, disease and disability in human populations. In this course, students will learn the basic principles and methods of epidemiologic investigation; examine studies of the distribution and dynamic behavior of health determinants; understand etiologic factors, modes of transmission and pathogenesis; and explore concepts in social epidemiology. Applying epidemiologic case studies, students will engage systems and complex thinking to evaluate programs and policies in population health and nursing.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322 and NRS 221/321. Concurrent or prior to NRS 410
Accelerated baccalaureate students: Concurrent or prior to NRS 410
Baccalaureate Completion program for RNs (RNBS). Prior or concurrent: statistics

NRS 412 Leadership and Outcomes Management in Nursing
10 credits
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing leadership influences client care and practice in the larger health care delivery system. Includes classroom and clinical learning experiences.
Prerequisites: Admission to Baccalaureate Completion program for RNs (RNBS) or Accelerated Baccalaureate program. Accelerated baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331
RNBS Traditional: prior or concurrent NRS 412A

NRS 412A Leadership and Outcomes Management in Nursing
5 credits (3 credits for accelerated baccalaureate Students)
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing leadership influences client care and practice in the larger health care delivery system. Includes classroom and clinical learning experiences.
Prerequisites: Admission to Baccalaureate Completion program for RNs (RNBS) or Accelerated Baccalaureate program. Accelerated baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331
RNBS Traditional: prior or concurrent NRS 412A

NRS 424 Integrative Practicum I
9 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the students to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. Analysis and reflection throughout the clinical experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322, NRS 221/321
NRS 224 if taken at an OCNE partner community college.

Note: This course is cross listed as NRS 224 if taken at an OCNE partner community college.
NRS 424I Focus on Specialty Nursing Topics through Guided Discovery I
1 credit
This course builds on prior learning about chosen specialty nursing topics, increasing the depth of understanding about a chosen patient population in a health care setting. The selected course topics are based on OCNE competencies, course outcomes for NRS 426 and prevalent problems in the care of individuals, families and populations. This is a student driven course where specialty topics will be chosen by the student and approved by the faculty. The topics will vary according to the clinical placement and interest of the student. Selection of topics will be guided by faculty with students independently exploring pertinent reading. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Admission to Baccalaureate Completion program for RNs (RNBS)
RNBS Traditional students: NRS 311 and 312

NRS 424J Exploration of Specialty Nursing Practice
1 credit
This course builds on prior learning and emphasizes development of in-depth theoretical understanding of a specialty nursing practice. Selection of topics will be guided by faculty, with consideration of information most relevant to the specialty practice and standards of nursing practice in the specialty area. Students, with faculty guidance in article selection, will explore pertinent readings. Teaching-learning activity may occur through on-line sources, face-to-face seminars and clinical learning experiences.
Prerequisites: Concurrent; NRS 424: Integrated Practicum for OCNE Nursing Students. Baccalaureate Completion program for RN student's
For RNBS Traditional students: NRS 311 and 312. Concurrent; NRS 426 or NRS 412A/NRS 412B

NRS 425 Integrative Practicum II
9 credits
A continuation of NRS 224 or 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. The course is designed to help the learner in the transition to the work world. Emphasis is on the health care needs of the selected population, and the associated systems and policy issues. Includes seminar and clinical learning experiences.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233; NRS 222/322; NRS 221/321, NRS 410, NRS 411, NRS 412, NRS 424
Concurrent; 1 credit of NRS 425 I or J.

NRS 425I Focus on Specialty Nursing Topics through Guided Discovery II
1 credit
This course builds on NRS 424I. It focuses in detail on three aspects of nursing care in the chosen population setting: 1) goals of care 2) continuity of care and 3) transitions. The emphasis is on learning in depth about goals and continuity of care for clients and their families, and/or populations and issues related to transitions. Selection of pertinent reading will be guided by faculty with students independently exploring applications to practice. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS), NRS 424I
Concurrent: NRS 426A or B or for RNBS traditional students: NRS 311 and 312

NRS 425J Exploration of Specialty Nursing Practice
1 credit
This course builds on prior learning from NRS 424J and emphasizes review of pertinent research in the specialty area and identification of practice implications. Selection of topics will be guided by faculty with students independently exploring pertinent readings and developing practice recommendations. Teaching-learning activities may occur through online sources, face-to-face seminars and clinical learning experiences.
Concurrent: NRS 425

NRS 426A Integrative Practicum
6 credits
This course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. The course is designed to help the learner in the transition to the work world. Emphasis is on the health care needs of the selected population, and the associated systems and policy issues. Includes seminar,
self directed study and clinical learning experiences. Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS). Traditional RNBS: NRS 311 and NRS 312

NRS 426B Integrative Practicum
3 credits
This course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. The course is designed to help the learner in the transition to the work world. Emphasis is on the health care needs of the selected population, and the associated systems and policy issues. Includes seminar, self-directed study and clinical learning experiences. Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS). Traditional RNBS: NRS 311 and NRS 312

NRS 427 Practice Integration
3 credits
This course is the first course of the Baccalaureate Completion Program for RNs. The course provides students a transition into baccalaureate nursing education. Students will examine aspects of their nursing practice and set professional goals. They will also gain experience using available evidence to inform their practice. The course is structured around the following Oregon Consortium for Nursing Education fundamentals: Evidence Based Practice, Leadership, Relationship Centered Care and Care and Clinical Judgment. Forum discussions, Reflective Portfolios, Case Studies and other course assignments address each of these fundamentals. Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS). Traditional RNBS: NRS 311 and NRS 312

NRS 435 Integrated Practicum
12 credits
This course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. The course is designed to help the learner in the transition to the work world. Emphasis is on the health care needs of the selected population, and the associated system and policy issues. Includes seminar, simulation, self directed study and clinical learning experiences. Prerequisites: Admission to Accelerated Baccalaureate program. NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, NRS 331, NRS 332, NRS 410, NRS 411, NRS 412A and NRS 412B

Graduate Course Descriptions

Community and Public Health

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

CPH 507A Current Issues in Public Health
3 credits
The purpose of this course is to analyze current and controversial issues in public health. The course provides an opportunity to discuss, analyze, make recommendations for, and examine policy outcomes of issues, practices and current and historically controversial public health events. Prerequisites: None

CPH 507C Graduate Internship Integrative Seminar
3 credits
The purpose of this course is to help students integrate concepts and principles learned in the MPH program into their internship. Prerequisites: None

CPH 509A Graduate Internship in Public Health
1-6 (6 credits required to graduate) credits
The purpose of the graduate internship is to provide students with a work-related experience designed to integrate theory and practice in an applied setting under supervision. The internship experience permits the student to demonstrate her/his ability to apply knowledge of theory and practice to specific activities in a real-world setting. The internship provides students with a professional experience where they can apply existing and new skills and become more socialized into the field of community/public health. Existing skills are those the student brings from his/her life experience and previous education. New skills include those the student has gained through her/his educational experience in the MPH program. Socialization occurs
through mentoring of the student in the work site and professional arena by the preceptor for the internship. Prerequisites: Completion of MPH coursework or instructor permission

**CPH 510/610 Information Systems for Tracking Population Data**  
4 credits  
Public health practitioners have to track data on populations to plot disease trends and associated patterns of social and biological determinants of health disparities. This course will cover concepts of basic surveillance systems and mapping using geographic information system (GIS) software. Types and sources of surveillance data will be reviewed along with their uses. Students will gain familiarity with special data and its usefulness in making sense of demographic and socioeconomic trends. In selected case studies students will examine the impact on population health of factors in the local environment such as the location of social and health services, urban density and known contaminants.  
Prerequisites: None

**CPH 521/621 Social Determinants of Health**  
4 credits  
This course focuses on social and economic influences on health and strategies for integration of research into affected communities and public policy improvement.  
Prerequisites: None

**CPH 522/622 Communication and Informatics**  
3 credits  
This course will examine methods to summarize and synthesize data pertinent to primary health care and health disparities, to analyze and track trends in that data, and then to communicate that data to relevant audiences. Current trends will be described and discussed to examine health indicators among the US population. Emphasis will be placed on techniques for retrieving, organizing and displaying relevant data to track health disparities in US populations. Principles of communicating scientific data to lay audiences will be covered. Database and mapping applications for tracking trends in served populations will be introduced. Database manipulation will be explored by composing and executing query statements and critically evaluating the results.  
Prerequisites: None

**CPH 523/623 Global Perspectives and Program Development**  
3 credits  
This course will prepare the student to integrate cultural perspectives with primary health care principles in the development of programs addressing health disparities. Current trends will be described and discussed utilizing case study methodology.  
Prerequisites: None

**CPH 526/626 Epidemiology of Aging and Chronic Disease**  
3 credits  
This course introduces the application of epidemiologic methods to the study of older persons and chronic disease. The course will examine concepts and topics including trends in aging and the health of aging populations; health transition, and explanations and consequences of mortality decline; determinants of health and survival; distinctions between normal aging, disease and disability; health promotion and primary, secondary and tertiary prevention, as applied to older persons; the epidemiology of selected diseases, syndromes and conditions common to older age and chronic illness.  
Prerequisites: None

**CPH 527/627 Epidemiology of Disease**  
3 credits  
Using case study methodology, this course will explore disease and disability and the epidemiologic methods used in their study, prevention and control. Students will understand disease states from cultural, population and systems perspectives and will examine prevention and control in terms of the biological sciences as well as sociologic, cultural and political mechanisms.  
Prerequisites: None

**CPH 528/628 Management Practice and Quality Improvement in Health Care and Public Health Organizations**  
3 credits  
Introduction to leadership and management, focusing on effective strategies for creating a productive work environment through techniques like conflict resolution, building collaborative teams and providing team leadership. Issues of measuring, managing and improving the quality of health care will also be addressed. Current national efforts in performance measures in public health (i.e. county certification) are discussed. Case studies taken from public health
departments and other settings will be used to master problem-solving skills.
Prerequisites: None

**CPH 530/630 Introduction to Biostatistics**
4 credits
This course covers a broad range of basic statistical methods used in the health sciences. The course begins by covering methods of summarizing data through graphical displays and numerical measures. Basic probability concepts will be explored to establish the basis for statistical inference. Confidence intervals and hypothesis testing will be studied with emphasis on applying these methods to relevant situations. Both normal theory and nonparametric approaches will be studied including one- and two-sample tests of population means and tests of independence for two-way tables. Students will be introduced to one-way analysis of variance (ANOVA), correlation and simple linear regression. The course focuses on understanding when to use basic statistical methods, how to compute test statistics and how to interpret the results. Computer applications (using SPSS) are included as part of the course to introduce students to basic data management, reading output from computer packages, interpreting and summarizing results.
Prerequisites: None

**CPH 531/631 The Social Context of Public Health Policy**
3 credits
Public health ethics is a weighing and balancing of the needs of the community with the rights of the individual. Therefore, this course will involve both intrareflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they impact policy and ethical practice in public health. The relationship of human rights to health and how human rights cut across law, ethics, policies and advocacy in public health is examined. The role of a human rights perspective will also be addressed as an important part of international health practice.
Prerequisites: None

**CPH 533/633 Epidemiology Survey**
3 credits
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in epidemiology. Epidemiology is the fundamental science used by public health professionals to identify, prevent and control health problems in communities. Specifically, epidemiologic methodology is used to investigate and detect how health-related states or events (e.g. disease, unhealthy exposures, etc.) are distributed in populations and what factors or characteristics (“determinants”) influence or determine these distributions. In addition, epidemiology is used to apply study findings to the prevention and control of health problems within populations. This course will begin with a review of basic biostatistics and then will introduce the concepts, principles and methods of epidemiology within relevant sociocultural contexts. We will also learn how to apply epidemiologic methods to answer questions about the distribution of disease, death, disability and risk exposures in populations, as well as those relating to causal relationships between exposures and health outcomes.
Prerequisites: None

**CPH 535/635 Professionalism, Ethics and Systems Thinking in Public Health**
4 credits
Using a case-based format, this course explores key underlying theoretical and professional principles, ethical practices and systems thinking in public health. In-depth examination of sentinel cases will be used to prepare the student for leadership roles in community and public health.
Prerequisites: None

**CPH 536/636 Community-Based Participatory Research**
3 credits
This course examines Community-Based Participatory Research (CBPR) as a research paradigm to understand and address health disparities at the community level. Review of operating principles includes the central place that communities are accorded as units of identity and as co-equals in research, a process that is perceived by community constituents as not dominated by elitists, an emphasis on long-term commitment by all partners, emphasis on co-learning so that the process flows back and forth, use of exercises that stimulate collective visioning among all partners, incorporation of social ecology approaches as departures for research and practice; use of innovative problem solving approaches; use of multiple methods of data collection. Topics include community theory, development strategies, promising interventions, group development techniques, community diagnosis and capacity assessments.
Prerequisites: None
CPH 537/637 Principles of Health Behavior
3 credits
This overview course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, sociocultural and environmental processes that function in the promotion of health and prevention of disease. Theories developed to explain health and illness behaviors at the intrapersonal, interpersonal and group/community levels are introduced and critiqued. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.
Prerequisites: None

CPH 538/638 Public Health Program Evaluation
3 credits
Using case study methodology, this course focuses on the acquisition of technical skills in design, data collection and analysis for the purpose of evaluating public health programs. Program justification and evaluation for policy-making purposes will be emphasized. In addition, alternative forms of evaluation will be examined including Rapid Assessment, Participatory Evaluation and historical, social networking and other techniques. Students will have the opportunity to examine public health data sets and to design an evaluation focused on a disparate population as well as develop policy based on critical analysis of several types of evaluations.
Prerequisites: None

CPH 539/639 Concepts of Environmental and Occupational Health
3 credits
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in environmental and occupational health. Environmental and occupational hazards that affect human health are examined in the context of current social, political and regulatory pressures. Topics include environmental and emerging disease, environmental toxicology, risk assessment, occupational health, food protection, drinking water safety and waste water treatment, solid and hazardous waste disposal, indoor and outdoor air pollution, radiation, and pests and pesticides. Global environmental health issues are included as time permits.
Prerequisites: None

CPH 540/640 Health Systems Organization
3 credits
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in the organization, financing and delivery of health services. The primary focus of this course is on the systemic aspects of health services production and delivery. Specialized systems develop to produce, deliver and finance health services which seek to address the health needs of populations with respect to death, disease, disability, discomfort and dissatisfaction. Through learning in this course, students will examine the inter-relationships of system structures, subsystems and processes, as well as their interactions with the larger social, cultural, economic and political environments in which they exist. The emphasis is on using different conceptual models for understanding the current health system, its strengths and areas for improvement. As a result of this course, students will develop an increased understanding of the organization of health services delivery systems in modern societies: how such systems are and can be organized, financed and managed; how health care resources are and can be produced; how health services are and can be provided, paid for, accessed and consumed; and how various system configurations can and do affect the outputs and outcomes of those systems. The focus is on the United States, with international comparisons used to illustrate similarities and differences.
Prerequisites: None

CPH 610 Information Systems for Tracking Population Data
See CPH 510/610

CPH 621 Social Determinants of Health
See CPH 521/621

CPH 622 Communication and Informatics
See CPH 522/622

CPH 623 Global Perspectives and Program Development
See CPH 523/623

CPH 626 Epidemiology of Aging and Chronic Disease
See CPH 526/626

CPH 627 Epidemiology of Disease
See CPH 527/627
CPH 630 Introduction to Biostatistics
See CPH 530/630

CPH 631 The Social Context of Public Health Policy
See CPH 531/631

CPH 633 Epidemiology Survey
See CPH 533/633

CPH 635 Professionalism, Ethics and Systems Thinking in Public Health
See CPH 535/635

CPH 636 Community-Based Participatory Research
See CPH 536/636

CPH 637 Principles of Health Behavior
See CPH 537/637

CPH 638 Public Health Program Evaluation
See CPH 538/638

CPH 639 Environmental and Occupational Health
See CPH 539/639

CPH 640 Health Systems Organization
See CPH 540/640

Division of Management

For Division of Management courses: MGT 506, MGT 515, MGT546, MGT563, MGT564, MGT566, MGT570, MGT572, MGT596, MGT 597, MGT 598, MGT 590, please refer to the Division of Management course catalog within the School of Medicine.

Nursing

NURS 503 Master’s Research/Practice Improvement Project
1-3 credits

In this course, students conduct a data-based project under the supervision of School of Nursing faculty. Critical elements include the design, analysis, interpretation and reporting of data. Students collaborate with an investigator using either data from an IRB-approved study, or a quality improvement initiative at a clinical agency. Students in the MS/PhD program may elect to conduct a pilot study with the approval of their adviser, preliminary to their dissertation research. The outcomes of the MRP/PIP may take the form of a formally written report, a co-authored manuscript for publication or an individual NRSA (F31) application.

Prerequisites: None

NURS 505 Reading and Conference
1-3 credits

Prerequisites: None

NURS 506 Special Projects
1-3 credits

Prerequisites: None

NURS 507B Fundamentals of Teaching Nurse-Midwifery Students
3 credits

This course is designed as an overview of fundamental principles classroom and clinical teaching applied to the education of nurse-midwives. Content will include principles of adult learning, teaching and learning styles, clinical supervision and mentoring, competency based education and evaluation of learning. Required for all nurse-midwifery students.

Prerequisites: None

NURS 507D Practicum in Nurse-Midwifery Education
2 credits

The course is designed to provide practicum experience in nurse-midwifery education for second year nurse-midwifery students. Students will be given the opportunity, with direct supervision of faculty to develop and present classroom materials, to supervise first year students in selected clinical situations and to develop both classroom and clinical evaluation tools.

Prerequisites: None

NURS 507I/607I Selected Topics in Nursing Education
3 credits

This course is offered in conjunction with the annual Northwest Nursing Education Institute. It provides students with the opportunity for in depth exploration of topics selected for the Institute. Students attend sessions during the Institute, supplemented with a face-to-face and online seminar and independent examination of the research literature related to a selected topic.

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

NURS 509A Practicum in Population Health Management
3 credits
This practicum course develops and refines a student’s competency in managing: a caseload, a population, an educational program or health services. Within one of these contexts, the student takes a role in initiating, managing or sustaining collaborative efforts related to change and improvement of health services.
Prerequisites: Permission of Instructor

NURS 509AA/609AA Practicum in Teaching
1-3 credits
This course provides students with the opportunity to design, implement and evaluate a variety of learning experiences appropriate to the course environment and outcomes expected of the designated learners. Opportunity to use several different teaching modalities will be provided, including classroom, seminar, clinical, laboratory and online.
Prerequisites: NURS 561/661, NURS 562/662, NURS 564/664 or permission of instructor

NURS 509BA Pharmacological Management Practicum for Clinical Nurse Specialists or Nurse Practitioners Seeking Prescriptive Privileges
1-5 credits (continuing education credits refer to the program or OHSU Registrar)
This practicum course focuses on supervised clinical practice in the pharmacological management of individual clients, as well as other learning activities to promote understanding of pharmacological interventions.
Prerequisites: Successful completion of pharmacology, physical assessment and pathophysiology courses meeting OSBN Division 56 requirements. Appropriate specialty-specific prerequisites. Unencumbered Oregon Clinical Nurse Specialist or Nurse Practitioner limited or certificate. Approval of Pharmacological Management Practicum Plan and objectives by OHSU School of Nursing faculty. OSBN limited license for prescriptive practicum. Permission of instructor.

NURS 509BB Clinical Practica with Psychiatric Mental Health Clients
3 credits
This course provides an opportunity for graduate students to apply concepts from didactic coursework into clinical practice with psychiatric mental health clients, their families and/or community, according to their defined scope of practice. Students are responsible for defining a set of clinical goals for each practicum and identifying a setting and preceptor to assist with accomplishing those goals.
Prerequisites: successful completion of required Psych Mental Health Nurse and Nursing Education courses

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

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

NURS 509CB Basic Principles of Anesthesia II Lab
1 credit
This laboratory course is designed to compliment the didactic portion Basic Principles of Anesthesia II by providing students with hands on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.
Prerequisites: NURS 509CA, NURS 531 Concurrent: NURS 532
NURS 509CC Advanced Principles of Anesthesia I Lab
1 credit
This laboratory course is designed to complement the didactic portion Advanced Principles of Anesthesia I by providing students with hands-on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.
Prerequisites: NURS 509CB, NURS 532
Concurrent: NURS 533

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

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

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

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

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

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

NURS 509GG Clinical Practica with Older Adults
3 credits
This course provides the potential for clinical placements in students’ home communities throughout the year, dependent on appropriate supervision. In addition, clinical intensives will be offered in specialty clinics at the OHSU Portland campus and will provide opportunities for in-depth advanced practice experiences with clients experiencing a variety of conditions, including dementia, depression, frailty, incontinence and end-of-life issues.
Prerequisites: None
NURS 509HS Practicum: Leading Effective Organizations
1-3 credits
Based on extending the learner's skill set, the student will be advised and guided through a variety of practice settings. The students prior to this course will be assessed based on the MN Program General Competencies, the MN Health Systems and Organizational Leadership Competencies and the Master's Essentials Competencies. Appropriate Leadership settings will be selected to allow the student to complete or extend their competencies. Course may be retaken for a total of 7 credits over the course of the program.
Prerequisites: Graduate standing

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

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

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

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

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

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

Prerequisites: NURS 515 and B, NURS 518 and NURS 588

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

Prerequisites: NURS 509N

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

Prerequisites: All mid-wifery coursework

NURS 509R Practicum in Family Primary Care Management I
2 credits
Health assessment, health promotion and basic management of common illnesses are addressed in a variety of clinical settings appropriate to the student’s population focus. Clinical seminars are used to synthesize theoretical and evidence-based perspectives with clinical aspects of patient care using material from student experiences.

Prerequisites: NURS 517, NURS 518
Concurrent: NURS 520

NURS 509S Practicum in Family Primary Care Management II
3 credits
This course will consist of an assigned clinical experience in a primary care setting under the guidance of an expert preceptor. The expectation for this second practicum will be for students to refine their history, physical exam and differential diagnosis skills related to acute and common chronic problems of children, adults and families. Weekly seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experiences.

Prerequisites: NURS 509R.
Concurrent: NURS 521A

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

Prerequisites: NURS 509S.
Concurrent: NURS 521B

NURS 509U Practicum in Family Primary Care Management IV
8 credits
Clinical experiences in a primary care setting are required under the guidance of an experienced preceptor. Students refine history, physical exam, differential diagnosis and management skills related to acute and common chronic problems of children, adults and families and further develop these skills with more complicated client presentations. Periodic seminars facilitate reflection, synthesis and integration of coursework and clinical experiences.

Prerequisites: NURS 509T.
Concurrent: NURS 521C

NURS 509V Procedures for Advanced Practice Nurses in Primary Care
3 credits
This practicum assists advanced practice nurses to develop clinical skills such as suturing, skin biopsy, EKG interpretation, casting/splinting and negotiating electronic medical records.

Prerequisites: Approval of Faculty of Record; required for FNP students, open to graduate nursing students.
NURS 509W Antepartum and Postpartum Management for Family Nurse Practitioners
1 credit
This course is the clinical application of NURS 523: Antepartum and Postpartum management for FNP’s. The course will focus on the critical analysis and application of evidence based practice relevant to the management of childbearing families during the antepartum and postpartum periods. Particular attention is given to differentiating common complaints from complications in antepartum/postpartum. Variables that predict increased risk for adverse obstetrical outcomes will be stressed. Specific health care needs and beliefs of culturally diverse populations are addressed.
Prerequisites: NURS 523

NURS 509X Intrapartum Practicum in Nurse-Midwifery
2 credits
This course provides the less experienced midwifery student with the opportunity to obtain additional intrapartum midwifery management experience prior to entry into the second year of the program of study. The focus will be upon basic management skills, including psychomotor skills and clinical decision making. Semi-weekly clinical seminars will be used to analyze case studies and review clinical experiences. This course is required for students entering the midwifery program without either employment experience as an RN in labor and delivery or previous birth experience as a Direct Entry Midwife.
Prerequisites: NURS 581, NURS 509M

NURS 509Y Primary Care Practicum for Nurse-Midwives
1 credit
This course focuses upon clinical application of content from NURS 585: Primary Care for Nurse Midwives. Students will be assigned to primary care clinical sites with preceptor guidance and faculty supervision. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. This is a required course for midwifery students.
Prerequisites: NURS 515 A and B, NURS 517, NURS 519 A and NURS 519B.
Concurrent: NURS 585

NURS 510 Health Assessment
3 credits
This course focuses on development of health assessment skills that inform clinical decision making and planning for clinical care. Students practice health assessment skills and use specific case-based exercises to hone their utilization and interpretation of diagnostic tests. Students are guided in how to make in-depth assessments of clients experiencing a variety of condition specific to their clinical focus.
Prerequisites: None.

NURS 511 Current Issues in Pharmacology
3 credits
The focus of this course is on the clinical use of drugs commonly used in a variety of settings. Principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics of selected categories of drugs are explored. Using a case study approach, this course examines current issues in pharmacology in at risk populations such as the under and over use of medications, the impact on self care from the use of vitamins and nutriceuticals, administration of medications in settings without licensed health care professionals such as schools, and assisted living facilities, population-level ramifications of patient refusal of mandated vaccinations, or to take prescribed psychotropic medications.

NURS 513 Concepts of Advanced Nursing Knowledge and Leadership
2-3 credits
The purpose of this course is to explore core concepts that are essential to performing current and emerging roles in healthcare delivery and design. Advanced nursing knowledge and higher level leadership skills for improving health outcomes are examined. Select content in organizational systems leadership and quality improvement; informatics and technology, health policy, population health and professional role issues will be introduced. This course is offered for variable credit.
Prerequisites: None
NURS 514 Health Promotion and Health Protection
3 credits
This course emphasizes assessment and management of health promotion and protection with individuals, families or communities throughout the lifespan. It examines research-based strategies, nursing interventions and theoretical frameworks for advanced nursing practice.
Prerequisites: None

NURS 515A Advanced Physiology/Pathophysiology I
3 credits
This foundational course uses physiological concepts as a basis for understanding pathophysiological processes across the life span. Pathophysiological processes are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based processes (e.g., pain). Emphasis is placed on the physiological and pathophysiological base for managing clinical problems. A working knowledge of undergraduate anatomy, physiology and pathophysiology is assumed.
Prerequisites: None
Cross-listed: CPH 512

NRS 515B Advanced Physiology/Pathophysiology II
3 credits
This sequel to NURS 515A continues emphasis on the physiological and pathophysiological base for managing clinical problems. The course addresses additional pathophysiological processes.
Prerequisites: NURS 515A

NURS 516 Advanced Pharmacology for Primary Care
2 credits
Advanced pharmacology and clinical application of drugs commonly prescribed in primary care settings to include population specific drug choices, dosing, monitoring, evaluation and patient education.
Prerequisites: Graduate nursing student status and completion of NURS 519. Other students need permission from the course coordinator.

NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing
4 credits
This course focuses on development of clinical decision-making skills in the process of health assessment. The course provides advanced theory in the assessment of an individual within the context of the family, psycho-social-cultural considerations, functional ability and developmental stage. The lab component includes hands-on advanced practice health assessment skills. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests.
Prerequisites: Concurrent: NURS 518 for some specialties

NURS 518 Reproductive Health Care Management
4 credits
This course focuses upon the application of research, theory and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology. This course provides the basic knowledge and practice essential for the advanced practice nurse in the area of reproductive health. It is required for students in the midwifery and family nurse practitioner programs.
Prerequisites: None

NURS 519 Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses
3 credits
This course applies the principles of pharmacology, including pharmacogenomics, pharmacokinetics and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the life span. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, alternative regimens and patient behaviors will be integrated into patient decision-making exercises and discussion. This course is part one in a series which will be further met by specialty specific pharmacology in NURS 516, NURS 574A, NURS 574B, NURS 574C, NURS 533 and NURS 534.
Prerequisite: Graduate nursing student status. Other students need permission from the course coordinator.

NURS 520 Family Primary Care Management I
3 credits
This course focuses on clinical decision-making in the assessment and management of simple acute primary care health problems across the lifespan. Application of the process for clinical decision-making (i.e., hypothesis formulation and hypothesis testing) is made using common primary care problems.
Prerequisites: NURS 514, NURS 515A, NURS 517
Concurrent: NURS 509R and NURS 515B
NURS 521A Family Primary Care Management II
4 credits
This course focuses on management of acute and common chronic health problems of children, adults (including the elderly) and families encountered in primary care settings. An evidence-based approach, guided by theoretical considerations, current research, national guidelines and clinical expertise will provide the framework for the course.
Prerequisites: NURS 509R, NURS 514, NURS 515A, NURS 515B, NURS 517, NURS 518 and NURS 520. Concurrent: NURS 509S

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

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

NURS 523 Antepartum/Postpartum Management for FNPs
3 credits
This course focuses on the critical analysis and application of current theory, research and knowledge relevant to the primary management of childbearing families during the antepartum and postpartum periods. Particular attention is given to issues defining populations at greatest risk for adverse obstetrical outcome. Health care needs and beliefs of culturally diverse populations are addressed.
Prerequisites: NURS 517, NURS 518

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

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

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

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

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

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

NURS 538 Developing Learning Activities Regarding Health Promotion in Older Adults and their Family Caregivers  
3 credits  
In this course, the student will gain advanced knowledge in the assessment of the older adult’s health status for the purposes of health promotion, health protection and disease prevention. Assessment of the older adult’s support systems including family will also be introduced as well as intervention strategies for individuals as well as older adult populations. This course will provide opportunities for students to apply the principles of adult learning to gerontological nursing content by developing case-based learning activities.  
Prerequisites: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564

NURS 539 Developing Learning Activities Regarding Health Systems in Care of the Older Adult  
3 credits  
In this course, the student will gain advanced knowledge of the context in which care to older adults is delivered. This course will provide opportunities for students to apply the principles of adult learning to gerontological nursing content by developing case-based learning activities.  
Prerequisites: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564 or admission to the PhD or DNP programs

NURS 540 Developing Learning Activities Regarding Common Geriatric Syndromes  
3 credits  
In this course, the student will gain advanced knowledge of the context in which care to older adults is delivered. This course will provide opportunities for students to apply the principles of adult learning to gerontological nursing content by developing case-based learning activities.  
Prerequisites: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564 or admission to the PhD or DNP programs

NURS 541 Theories and Systems for Advanced Psychiatric Mental Health Nursing Practice  
2 credits  
This course examines the theoretical frameworks and systems influencing current advanced psychiatric mental health nursing practice. The course is intended to provide a foundation for understanding the social movements, theories and theorists that have influenced psychiatric mental health nursing and inform current practice. Students will read and discuss classic interdisciplinary works and analyze their impact on our understanding of individuals, families and communities. Historical and current contextual factors that impact the application of theory to mental health systems of care and practice will be explored. Research and trends impacting advanced psychiatric mental health nursing practice will be examined.  
Prerequisites: Admission to the PMHNP program or permission of instructor

NURS 542 Aging Person and Family: Health Promotion  
3 credits  
This course will provide the theoretical basis for developing competencies in conducting a comprehensive assessment of the older adult’s health status for the purposes of health promotion, health protection and disease prevention. Assessment of the older adult’s support systems including family will also be introduced as well as intervention strategies for individuals as well as older adult populations.  
Prerequisites: Admission to the Postmaster’s certificate in Advanced Practice Gerontological Nursing, FNP or PMHNP
NURS 543 Understanding and Intervening for Common Geriatric Syndromes
3 credits
This course will provide the theoretical basis for developing competencies related to the diagnostic process, including critical thinking, differential diagnosis and the integration and interpretation of various forms of data. The development of a plan of care, which will stabilize the health status of the older adult, minimizing physical and psychological complications and maximizing health potential, will also be addressed.
Prerequisites: Admission to the Postmaster's certificate in Advanced Practice Gerontological Nursing, FNP or PMHNP

NURS 544 Psychosocial Development in Advanced Practice Nursing
3 credits
This course will provide depth and refinement of knowledge of human development for advanced clinical practice with children, adolescents and adults. Psychological, cognitive and emotional theories will be studied and applied to individuals across the life span. Emphasis will be on understanding how development influences evolution of personality and character as well as how to utilize this understanding in assessing and providing patient care.
Prerequisites: Graduate standing; NURS 517 or may be concurrent

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

NURS 548 Quality Science in Health Services and Academic Practice
3 credits
Quality Science has a theoretical and practice foundation that will be the focus of this course. An introduction to key organizational functions that enhance clinical care, how they are constructed, measured and improved will be emphasized, along with tools that can be used to de-construct and re-construct both health services and academic processes. The use of valid and reliable metrics will be introduced, such that variation can be examined and minimized to produce effective and efficient client outcomes. The impact of designing care delivery systems that build capacity and the issues with sustaining capacity will be explored.
Prerequisites: Graduate standing

NURS 549 Evidence Driven Clinical and Organization Effectiveness
3 credits
This course will introduce and examine frameworks for measuring and evaluating organizational change with excellence as a driving force (e.g., LEAN, Capp and Baldridge). Optimizing outcomes for people (patients and service delivery personnel), process and product will be examined. Decision science, decision making tools (e.g., root cause analysis, SWOT and SOAR) and decision making grounded in the use of multiple types of existing data (i.e., epidemiological, risk, quality and research) will be examined for predictive analytics. Validity and reliability of existing data will be used to determine the potential consequences of decision making.
Prerequisites: Graduate standing

NURS 552/652 Understanding and Intervening in Common Mental Health Problems of Elders
3 credits
This course focuses on the major mental health issues faced by older adults and their family caregivers: dementia, delirium, depression. Other mental health issues that affect the older population are also covered, including: substance abuse and issues at end-of-life. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping nurses in research and advanced practice understand the specific dynamics of the older adult's mental health concerns and develop practice programs or research tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings.
Prerequisites: NURS 571B for PMHNP students or permission from faculty for other specialties
NURS 561/661 Best Practices in Teaching Nursing
4 credits
This course emphasizes new advances in the science of learning as applied to performance-based curriculum models and instructional design. Students will review recent research on college teaching and nursing education, and have opportunity to develop basic skills in development of a syllabus, delivering a lecture for active learning and leading class discussions. 4 credits, including laboratory
Prerequisites: None
*For students admitted prior to Fall 2011 please refer to previous catalog.

NURS 562/662 Learning Assessment in Nursing
2 credits
This course introduces approaches, processes and tools that can be used to assess learning especially in a practice discipline. Topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning and to guide performance assessment, construction of paper-and-pencil tests, the use of portfolios and issues in grading achievement.
Prerequisites: None
*For students admitted prior to Fall 2011 please refer to previous catalog.

NURS 563/663 Simulation in Nursing Education
3 credits
Students will be introduced to the theoretical basis for simulation learning as well as a variety of simulation tools. Opportunities to experience and participate in realistic (high fidelity) simulation will be integrated, using scenario development, debriefing and assessment strategies. Emphasis will be placed on simulations that include clinical judgment, teamwork, interdisciplinary communication and resource management.
Prerequisites: One year of graduate coursework and permission of instructor

NURS 564/664 Clinical Teaching
3 credits
This course examines a variety of clinical teaching models. It emphasizes the design of clinical learning experiences, drawing on studies of human learning, novice-expert development, clinical judgment and clinical education. Students will be guided through the identification of key competencies and relevant and predictable clinical learning opportunities in their practice settings. Issues in clinical education, staff-faculty and student faculty interactions and in the national movement for clinical education reform will be explored.
Prerequisites: Permission of instructor

NURS 571A Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Child and Adolescent
3 credits
This course focuses on assessment, diagnosis, treatment planning, evaluation and documentation regarding the common mental health problems and major psychiatric disorders of childhood and adolescence. Selected theoretical frameworks and the major psychiatric criteria and taxonomy are reviewed as foundations for clinical decisions and diagnostic formulations. Clinical approaches and methods for assessing and conducting psychiatric evaluations of children and adolescents are introduced, with attention to cultural and systems perspectives. Students gain knowledge of standardized measurement tools, treatment guidelines, evidence-based treatments and ongoing research in the field of child and adolescent psychiatry. Communication, education and collaboration with the client’s parents/guardians, family, school, support systems and the interdisciplinary treatment team are emphasized.
Prerequisites: Prerequisites include admission to PMHNP program or permission of faculty of record

NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult
3 credits
This course focuses on advanced nursing practices of assessment, diagnosis, treatment planning, evaluation and documentation of common mental health problems and the major psychiatric disorders of adulthood. Clinical approaches and methods for assessing and conducting psychiatric evaluations of adults are introduced, with attention to cultural and systems perspectives. Emphasis is placed on the use of the major psychiatric diagnostic taxonomy and criteria, standardized measurement tools, clinical consensus and evidence-based treatment guidelines and ongoing research in the field. Communication, education and collaboration with the client’s formal and informal support systems and the interdisciplinary treatment team are also emphasized.
Prerequisites: Admission to PMHNP program or permission of instructor
NURS 572A Advanced Psychiatric Mental Health Nursing Intervention V: Child and Family Therapy
3 credits
This course focuses on family assessment and child, adolescent and family intervention strategies used by advanced practice psychiatric mental health nurses across a range of clinical settings. Theory, research and practice guidelines relevant to clinical processes with children, adolescents and family systems will be emphasized. Diagnostic formulations of family system functioning and clinical formulations of child and adolescent treatment plans are the central focus of this course.
Prerequisites: NURS 571A, acceptance into Graduate PMHNP program or permission of instructor

NURS 572B Advanced Psychiatric Mental Health Nursing Intervention I: Introduction to Individual Psychotherapy with Adults
3 credits
This course provides an overview of individual intervention strategies utilized by advanced psychiatric-mental health nurse practitioners. Central to the course will be the therapeutic relationship and clinical formulation of treatment plans appropriate to the patient needs and treatment environment. Emphasis will be placed on the development of a therapeutic alliance, stabilization for therapy, supportive therapy and cognitive-behavioral strategies. An overview of group intervention will be provided.
Prerequisites: NURS 517, NURS 541, NURS 544, NURS 571B, NURS 574A; may be concurrent with NURS 574B

NURS 572C Advanced Psychiatric Mental Health Nursing Intervention II: Brief Therapies
3 credits
This course surveys current brief psychodynamic, cognitive behavioral and interpersonal therapy models and prepares the student in advanced psychiatric mental health nursing to begin applying short-term, goal-oriented psychotherapeutic techniques. Students will build on their assessment and diagnostic skills to develop treatment goals and plans appropriate for the patient diagnosis, personality, presentation and primary concern. Additionally, students will learn to implement brief psychotherapeutic techniques appropriate for the patient’s developmental and sociocultural context.
Prerequisites: NURS 517, NURS 544, NURS 571B, NURS 572B, NURS 574A, NURS 574B

NURS 572D Advanced Psychiatric Mental Health Nursing Intervention III: Community Mental Health Advanced Nursing Practice
3 credits
This course provides the knowledge base about community mental health systems for advanced psychiatric mental health nursing students. The course will explore and analyze local, regional and national community mental health systems as well as the policy decisions that affect mental health care. Strategies for contributing to and influencing the care of disadvantaged and marginalized mental health care consumers in publicly funded systems will be examined. The critical role of the PMHNP is promoting and managing the mental health of populations in the public sector will be analyzed with the goal of providing care for this vulnerable population.
Prerequisites: NURS 517, NURS 541, NURS 544, NURS, 571B, NURS 572B, NURS 574A

NURS 572E Advanced Psychiatric Mental Health Nursing Intervention IV: Psychodynamic Therapy
3 credits
This course will examine the use of theoretical models of personality, psychopathology and therapeutic process to guide the conduct of psychodynamic psychotherapy. Problem formulation and treatment planning, tracking the focus of therapy, implementing change and relationship management will be explored in the context of longer term therapy. The underpinning for the termination process will be provided.
Prerequisites: NURS 517, NURS 541, NURS 544, NURS 571B, NURS 572B, NURS 572C, NURS 574A, may be concurrent with NURS 574B

NURS 574A Psychopharmacology: Adults
4 credits
This course provides a foundation in the fundamental concepts of general pharmacology, with an emphasis on the principles and practice of prescribing psychotropic medications. The course examines the basic neuroanatomical and neurophysiological principles that inform neurobiologically-based psychopharmacotherapeutic decision-making. This course will include an introduction to clinical application of psychopharmacological interventions.
Prerequisites: NURS 515A and B or concurrent, NURS 519A or concurrent, NURS 571B and/or permission from instructor.
NURS 574B Psychopharmacology: Children and Adolescents
2 credits
This course examines the neurobiological basis and developmental pharmacokinetics for psychopharmacological decision-making with children and adolescents. This course is intended to provide a foundation in child and adolescent psychopharmacology for psychiatric mental health nurse practitioners. Students will analyze current research, guidelines, clinical evidence and clinical assessment data to guide clinical decisions for prescribing and managing psychopharmacological interventions for children and adolescents with a variety of psychiatric illnesses. Issues of informed consent that impact prescribing to children and adolescents will be discussed.
Prerequisites: NURS 515B, NURS 519A, NURS 574A or permission of instructor

NURS 574C Advanced Psychopharmacology: Adults
3 credits
This course builds on the principles that were the focus of NURS 574A. Students will analyze and discuss the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits to which these symptoms can be putatively attributed and practice guidelines with an emphasis placed on interactive learning via case studies. This course will include the prescription of psychopharmacologic agents for adults with persistent, refractory symptoms; treating patients with comorbid substance abuse issues; and other complex clinical situations.
Prerequisites: NURS 574A or permission of instructor

NURS 581 Nurse-Midwifery Management of the Intrapartum Period
4 credits
This course is a critical analysis and application of current theory, research and knowledge relevant to the nurse-midwifery management of women's care in intrapartum period. The systematic evaluation of current nurse-midwifery management models and the analysis of factors which influence these models.
Prerequisites: NURS 584, NURS 515A
Concurrent: NURS 515B (optional)

NURS 582 Management of the Newborn
3 credits
A critical analysis and application of current research, theory and knowledge relevant to the nurse-midwifery/nurse practitioner management of the neonate.
Prerequisites: None

NURS 583 Foundations of Nurse-Midwifery Care During the Reproductive Cycle
2 credits
This course focuses on the analysis of research, theory, models and standards that provide the foundation of midwifery care for women during the reproductive cycle. Psychosocial and cultural aspects of women's health care are emphasized. Attention is given to the psychosocial development of the childbearing family, the historical development of health care and health care policy for childbearing women in the U.S., the history of midwifery and the ACNM and the midwifery model of care.
Prerequisites: Admission to the nurse-midwifery program or permission of instructor

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

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

Prerequisites: NURS 515 A and B, NURS 517

**NURS 588 Advanced Women’s Health Care Management**

2 credits

This course focuses upon the application of research, theory and knowledge relevant to complex health needs and psychosocial experiences of women in relation to their reproductive physiology.

Prerequisites: NURS 518

**NURS 591/691 Online Teaching**

3 credits

This elective course introduces online teaching techniques and technologies. Students will explore applications of e-learning in a variety of settings and discuss how constructivist theories apply to online teaching and learning. A practical, hands-on approach to apply a wide variety of online tools as well as a blend of synchronous and asynchronous components will be used to model an effective online course.

Prerequisites: None

**NURS 596 Complexity Science Approaches in Leading Academic and Health Services Organizations**

3 credits

This course compares and contrasts traditional organizational leadership based on principles of reductionism with those of complexity science approaches, with an emphasis on helping leaders determine how to approach organizational decision-making and change dynamics using both traditions. Using cases from health services and the academy, students will examine Complex Adaptive Systems (CAS) and their attributes on nursing models of care. Special emphasis will be given to organizational decision-making, organizational co-creation and the leadership and management role adaptations necessary to function in dynamical organizations.

Prerequisites: Graduate standing

**NURS 597 Creating Sustainable Organizations**

3 credits

This course will introduce and examine processes that occur as organizations grow and develop in an ever-changing and challenging health care system. Sustainable organizations will be examined through the lens of patterns found in nature and how people are the center of sustainability. Leaders have a social mission to develop and support people in CAS during growth and development of the organization. The organic nature of sustainability will be examined using the Ecological Model where we can see: connectedness, rhythm, balance, acceptance, openness and simplicity. Leaders will find with this new lens that the fiscal mission of organizations can be served with new ways of behaving for interdependence.

Prerequisites: Graduate standing

**NURS 598 Managing Human Capital**

3 credits

This course addresses the complexities of managing human capital needed in leveraging a changing workforce. From regulatory requirements that influence human behavior, to analyzing workforce demographics and generational dynamics, to issues surrounding talent management and accelerating knowledge transfer and leadership development, major concepts will be applied to group case studies. Recruitment, retention, accommodation and talent management are studied in the context of relationship-based leadership, healthy work environments and organizational culture.

Prerequisites: Graduate standing

**NURS 601 Research Practicum**

1-4 credits

The research practicum provides the doctoral student with an opportunity to work with a faculty mentor on some aspect of the faculty member’s research related to nursing science. This course may be repeated for credit.

Prerequisites: Permission of faculty mentor and approval by academic adviser

**NURS 603 Doctoral Dissertation**

1-9 credits

The development and conduct of dissertation research.

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

NURS 607DA Dissertation Seminar: Qualitative
1 credit
The purpose of this seminar is to help the student to progress through the stages of dissertation work. Designed for doctoral candidates that have obtained approval of the dissertation proposal, the seminar will provide a forum for scholarly exchange and learning about the conduct of research. This seminar will complement the student-adviser relationship. Doctoral candidates are required to take a dissertation seminar while conducting the dissertation. These credits convert to dissertation credits (NURS 603) in meeting the requirements for the degree.
Prerequisites: Approved dissertation proposal or permission of instructor during quarter of dissertation proposal defense

NURS 607DB Dissertation Seminar: Quantitative
1 credit
The purpose of this seminar is to help the student to progress through the stages of dissertation work. Designed for doctoral candidates that have obtained approval of the dissertation proposal, the seminar will provide a forum for scholarly exchange and learning about the conduct of research. This seminar will complement the student-adviser relationship. Doctoral candidates are required to take a dissertation seminar while conducting the dissertation. These credits convert to dissertation credits (NURS 603) in meeting the requirements for the degree.
Prerequisites: Approved dissertation proposal or permission of instructor during quarter of dissertation proposal defense

NURS 607H Selected Topics in Nursing
1-3 credits, depending on specific topic
This course introduces students to concepts underlying new competencies and research. Students and faculty negotiate a set of relevant concepts for the seminar for a given term.
Prerequisites: None

NURS 607I Selected Topics in Nursing Education
See NURS 507I/607I

NURS 609AA Practicum in Teaching
See NURS 509AA/609AA

NURS 610 Conceptualizing Nursing Practice
3 credits
This course will explore how nursing knowledge is defined, developed and accessed. Emphasis will be on reading literature deeply to discern underlying conceptualizations of nursing, logical coherence and integrity
Prerequisites: None

NURS 611 Evaluating Evidence for Nursing Practice
3 credits
This course will focus on the development of skills for systematically accessing and evaluating nursing literature. Nursing literature will be analyzed for its conceptual roots, clarity and consistency and logical development, as well as its relevance and significance for nursing practice.
Prerequisites: NURS 610

NURS 612 State of the Science in Clinical Specialty
3 credits
In this course, students will access, critique and synthesize knowledge in a clinical specialty area. Emphasis will be on reviewing literature with an analytic perspective that yields a historical view of knowledge development and an appreciation of the state of the science to date.
Prerequisites or Concurrent: NURS 611

NURS 613 Knowledge Development in Nursing
3 credits
In this course, approaches to knowledge development in nursing that reflect a variety of ontological foci will be explored. Various approaches to inquiry and concept analysis will be examined and critiqued, particularly with respect to contextual application. The
role of evidence based protocols for practice will be debated. The integration of this course with Philosophy of Science and Theoretical Foundations in Nursing Research will be emphasized.

Prerequisites: Master’s Degree or NURS 610, NURS 611 or NURS 612

NURS 614 Philosophy of Science
3 credits
This course will provide an overview of four 20th century philosophies of science including empiricist, interpretive, critical and post-modern world views. The ontological, epistemological and methodological assumptions of each major approach to scientific inquiry will be reviewed and critiqued. The overall goal of the course is to provide students with an introductory understanding of these world views and to identify the philosophical underpinnings of various approaches to theory and knowledge development in nursing science.

Prerequisites: Master's Degree or NURS 610, NURS 611 or NURS 612

NURS 615 Research Methods in the Contemporary Empiricist Tradition
3 credits
This course builds on earlier coursework by showing how theoretical concepts and relationships can be studied using experimental or descriptive research designs appropriate for answering empirical research questions or testing hypotheses. Students will learn how to construct research questions and hypotheses, consider types of designs, refine and define concepts, select valid and reliable measures, and manage study procedures related to recruiting and retaining participants, and collecting data. Included are methodological rigor and ethical concerns.

Prerequisites: NURS 613, NURS 614

NURS 616 Research Methods in Interpretive Tradition
3 credits
This is an introductory and overview course on methods used in the interpretive tradition. Philosophical assumptions and theoretical perspectives underlying interpretive research methods will be explored. Specific content will include general methods of interpretive qualitative design, methodological rigor and ethical concerns. An overview of various methodologies will be introduced, including Grounded Theory, Phenomenology including both Hermeneutic and Husserlian Phenomenology, Narrative Analysis, Ethnography and Qualitative Description, but Grounded Theory will be used as the exemplar for learning basic data collection and analysis techniques. Experiential exercises, such as writing research questions, justifying the need for qualitative data, writing a justification for a specific methodological approach, collecting (interviewing, observation) transcribing and analyzing data and identifying criteria used for methodological rigor will be required.

Prerequisites: NURS 613, NURS 614

NURS 620 Ethical Issues in the Responsible Conduct of Research
1 credit
This course will build on ethics issues discussed in prior courses by providing in-depth face-to-face discussion of case studies of actual research dilemmas and didactic instruction in the ethical and regulatory issues that form a foundation for the responsible conduct of research. Topics will include conflicts of interest, issues and policies related to human subjects, IRB oversight of research, scientific misconduct and contemporary ethical issues in biomedical research. Ethical issues surrounding mentor/mentee responsibilities, peer review and responsible authorship and publication will also be covered.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616

NURS 621 Critical Appraisal of the Research Literature
3 credits
This course builds on earlier coursework in knowledge development and concurrent courses in research methods by providing students with tools to access and evaluate research literature. Students will acquire skills in literature appraisal by reading and critiquing published research reports to identify design and methodological strengths and weaknesses of studies in a variety of substantive areas and with a variety of methodological approaches. Appraisal skills developed in this course will provide a foundation for a subsequent course in synthesizing the literature in a specific substantive area.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616
NURS 622 Influential Programs of Nursing Research
3 credits
This course builds students’ developing knowledge of philosophy, theory, knowledge development, nursing practice, research methods and the interrelationships among them as they study selected programs of nursing research. Influential published programs of research in nursing will be selected as paradigms to demonstrate how research programs develop, build science in an area of knowledge, improve health of individuals or populations, and influence nursing practice, knowledge development, interdisciplinary/interprofessional collaboration, health policy. The interrelationships among nursing theory, research and practice and those of other disciplines will be explored. Implications for interdisciplinary/interprofessional and team science are included.
Prerequisites: NURS 613, NURS 614

NURS 623 Evolving Nursing Science
3 credits
This course provides for further development of students’ own research foci through discussion of nursing and cross-disciplinary programs of research at OHSU. Students will have opportunities to meet with and discuss issues with researchers conducting ongoing research. Philosophic, methodological, ethical and policy implications of research programs will be emphasized. Students will have an opportunity to examine linkages between their own emerging research interests and the ongoing research at OHSU, and to hear from and about interdisciplinary/interprofessional and team science.
Prerequisites: NURS 613, NURS 614

NURS 624A Integrative Seminar in Nursing Research I
2 credits
The integrative seminar series provides a forum to integrate theory, methods, synthesis of prior literature and knowledge gained in PhD coursework to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. Seminar 624A will emphasize scholarly exchange regarding the research question, its significance, innovation and impact, including the conceptual or theoretical foundation underlying the research question. Students will develop introductions and specific aims and discuss potential approaches and design of the research project.
Concurrent: NURS 631

NURS 624B Integrative Seminar in Nursing Research II
2 credits
The integrative seminar series provides a forum to integrate theory, methods, synthesis of prior literature and knowledge gained in PhD coursework to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. Seminar 624B will emphasize scholarly exchange and learning regarding the approach, design methods and analysis of a research project. Students will write sections of the proposal and engage in discussion and critique.
Concurrent: NURS 631

NURS 624C Integrative Seminar in Nursing Research III
2 credits
The integrative seminar series provides a forum to integrate theory, methods, synthesis of prior literature and knowledge gained in PhD coursework to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. Seminar 624C will emphasize scholarly exchange and learning regarding the revision of written drafts of each student's developing research proposal. Students will give and receive peer feedback and engage in discussions of strengths and weaknesses of different designs and approaches. Students will discuss ethics and policy implications and potential changes to practice resulting from research.
Prerequisites: NURS 631

NURS 625 Grounded Theory and Ethnographic Approaches to Research in the Interpretive Tradition
3 credits
In this advanced course on qualitative research methods, students will demonstrate an in-depth understanding of issues related to design, sampling, recruitment, data collection, analysis, ethics and evaluation specific to Grounded Theory and Ethnography. Students will critically evaluate the theoretical and philosophical assumptions and analyze the historical development of each approach and their utility in the development of nursing knowledge. Students will demonstrate knowledge of evaluation and critique in relation to issues of methodological rigor of these research methodologies. In-depth data collection and analysis experiential exercises in the
area of the student's research area/dissertation will play a prominent role in the courses. Contemporary issues related to these approaches, such as qualitative meta-synthesis, mixed interpretive methodologies (i.e., feminist grounded theory, critical ethnography) and use of these approaches with contemporary empiricist methods will be explored.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616 and concurrent or prior completion of NURS 656

**NURS 626 Narrative Approaches to Research in the Interpretive Tradition**
3 credits
In this advanced course on qualitative research methods, students will demonstrate an in-depth understanding of issues related to design, sampling, recruitment, data collection, analysis, ethics and evaluation specific to Hermeneutics and Narrative Analysis. Students will critically evaluate the theoretical and philosophical assumptions and analyze the historical development of each approach and their implications in the development of nursing knowledge. Students will demonstrate knowledge of evaluation and critique in relation to issues of methodological rigor of these research methodologies. In-depth data collection and analysis experiential exercises in the area of the student's research area/dissertation will play a prominent role in the courses. Contemporary issues related to these approaches, such as differences between transcendental phenomenology and hermeneutics, mixed interpretive methodologies (i.e., critical hermeneutics, interpretive interactionism) will be explored.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616, NURS 625, NURS 656

**NURS 627 Critical, Feminist and Post-modern Approaches to Research in the Interpretive Tradition**
3 credits
In this advanced course on qualitative research methods, students will demonstrate an in-depth understanding of issues related to design, sampling, recruitment, data collection, analysis, ethics and evaluation specific to critical, feminist and Post-modern methodologies. Students will critically evaluate the theoretical and philosophical assumptions and analyze the historical development of each approach and their implications in the development of nursing knowledge. Students will demonstrate knowledge of evaluation and critique in relation to issues of methodological rigor of these research methodologies. In-depth data collection and analysis experiential exercises in the area of the student's research area/dissertation will play a prominent role in the courses. Contemporary issues related to these approaches, such as differences between post-modernism and post-structuralism, current hegemonic research practices and research as a moral imperative will be explored. In addition, the quarter will end with a synthesis of the knowledge gained from delving into the interpretive tradition and its implications for furthering nursing knowledge.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616, NURS 625, NURS 626, NURS 656

**NURS 628 Analysis Methods for Quantitative Research: Applied Statistics I**
3 credits
In this advanced course on quantitative methods and analysis, students will build on earlier courses in knowledge development and quantitative research design by developing a conceptual understanding of statistical analysis and interpretation required for descriptive research and hypothesis testing. Students will develop skills in descriptive and inferential statistical analysis, power analysis for determining sample size and statistical strategies appropriate for answering research questions for particular sample characteristics, study designs and types of data. Parametric and non-parametric statistics, such as t-tests, chi-square and analysis of variance will be covered in depth and students will engage in analysis and interpretation using SPSS and/or Stata software and data provided in the course. The link between quantitative research methodologies and statistical strategies will be emphasized, with a focus on conceptual understanding and application of statistical methods without complex mathematics or calculations.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616 and concurrent or prior completion of NURS 656

**NURS 629 Analysis Methods for Quantitative Research: Applied Statistics II**
3 credits
In this advanced course on quantitative methods and analysis, students will develop a conceptual understanding of the rationale, methods, analysis and interpretation of research studies designed to test hypotheses about the relationships between and among variables. Students will learn skills in statistical methods, such as correlation and regression, using SPSS software and multivariate datasets. The appropriate use...
of multivariate statistics in quantitative research designs, the underlying assumptions guiding the selection of analytic strategies and accurate interpretation of statistical analysis will be emphasized. The focus of the course is on conceptual understanding and application of multivariate statistical models and the relationships among research question, study design, sample size, type of data, statistical analysis and interpretation of findings.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616, NURS 628, NURS 656

NURS 630 Analysis Methods for Quantitative Research: Advanced Measurement
3 credits
In this advanced course on quantitative methods, students will learn the theories and psychometric assumptions integral to selecting and developing measurement instruments to assess phenomena in quantitative research studies. Students will acquire in-depth understanding of three approaches to reliability including Classical Test Theory, Generalizability Theory, and Item Response Theory, and the applicability of these approaches to interpreting measurement of phenomena in different populations and for different purposes. Students will learn to evaluate items, examine and interpret reliability and select approaches to establish validity of measures, including content, criterion-related and construct validity. Statistical approaches to validity that will be covered include exploratory and confirmatory factor analysis and multi-trait/multi-method matrices. Students will develop skills in development of measurement instruments in addition to strategies to select existing measures appropriate for different research questions, study procedures, sample characteristics, statistical analysis and intended outcomes.

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616, NURS 629, NURS 656

NURS 631 Nursing Science Focus Area: Nursing Education
3 credits (per quarter, 9 credits total)
Students will be matched with a team of investigators who have research expertise and current or prior funded research. The team will guide the student toward developing a research proposal and all that it requires, which may include independent study into the body of research surrounding a substantive research area; development of competencies required to carry out the proposed dissertation study (e.g. data collection, management and analysis techniques); conduct of pilot studies as necessary; selection of additional coursework that will support the area of investigation, and participation in relevant opportunities such as participation in journal clubs, attendance at lectures or presenting at conferences.

Concurrent: NURS 625 or NURS 628 (fall quarter), NURS 626 or NURS 629 (winter quarter), NURS 627 or NURS 630 (spring quarter)

NURS 652 Understanding and Intervening in Common Mental Health Problems of Elders
See NURS 552/652

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

Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616

NURS 656 Theoretical Foundations for Nursing Research
3 credits
The focus of this course will be the analysis of selected theoretical and conceptual perspectives for framing nursing research. Theories will include, but not be limited to Symbolic Interaction and ethical theories commonly referenced in human subjects research. The philosophical underpinnings, key assumptions, central concepts and major propositions of each perspective will be explored and their implications for research will be examined. Emphasis will be placed on the integration of Philosophy of Science and Knowledge Development in Nursing to enhance the understanding and implications of the various theoretical perspectives.

Prerequisites: Master’s Degree or NURS 610, NURS 611, or NURS 612
NURS 657 Synthesis of Research Literature
3 credits
This course provides strategies for finding, organizing and using scientific literature to develop a logical foundation for a student's research study or program of research. Students will learn to effectively use electronic tools to conduct thorough searches for published studies pertinent to their own research areas of interest, how to identify weaknesses in earlier studies and how to organize and synthesize the knowledge base to reveal patterns and gaps that lead to new research questions.
Prerequisites: NURS 613, NURS 614, NURS 615, NURS 616
Concurrent: NURS 621

NURS 661 Best Practices in Teaching Nursing
See NURS 561/661

NURS 662 Learning Assessment in Nursing
See NURS 562/662

NURS 663 Simulation in Nursing Education
See NURS 563/663

NURS 664 Clinical Teaching
See NURS 564/664

NURS 666 Nursing Faculty Roles and Responsibilities
1 credit
This course is an exploration of the multiple roles of nursing faculty in research, education and practice. Changes in academic life with the advent of the 21st century, responsibilities inherent in faculty positions in a professional discipline and approaches to balancing demands for new faculty will be explored.
Prerequisites: None

NURS 691 Online Teaching
See NURS 591/691

NURS 700 Concepts of Comprehensive Care in Advanced Practice Nursing
3 credits
The purpose of this course is to explore core concepts that are essential to comprehensive patient care by the advanced practitioner in nursing. Basic epidemiological concepts, literature and evidence types and the use of information technology for knowledge management will be examined in relation to evidence-based practice in clinical care. Social, political, legal, economic and environmental determinants of health, access to care and health inequality will be explored. Principles core to ethical reasoning and analysis in clinical care will be presented. Professional role components of advanced practice nursing, scope of practice and legal and patient safety responsibilities will be examined.
Prerequisites: Graduate standing

NURS 701 Context and Systems of Care
3 credits
This course will provide the foundations to evaluate health care policy and the intended and unintended health outcomes. Leadership components of the professional role in health systems and autonomous practice are examined. Current knowledge of the organizations and health systems will be introduced.
Prerequisites: Postbac: Completion of first year courses. Postmaster's and HSOL: NURS 700 taken concurrently

NURS 702 Concepts for Doctoral Nursing Practice
1 credit
In this course, competencies for doctoral nursing practice will be examined for application in the clinical residency. Ethical principles will be analyzed and extended to the conduct of clinical inquiry in doctoral nursing practice.
Prerequisites: Master's degree in advanced practice nursing and NURS 701

NURS 703 Clinical Inquiry
6 credits
Students independently conduct a clinical inquiry project within the advanced practice specialty. The project is developed within the context of the students' clinical residency experience and requires students to integrate delivery and evaluation of practice.
Prerequisites: All required DNP core courses must be completed except for NURS 790, which is concurrent. Concurrent: NURS 790

NURS 705 Reading and Conference
1-9 credits
The reading and conference provides an opportunity for an in depth review and synthesis of a specified body of literature under the guidance of a faculty of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student's program of study.
Prerequisites: Permission of Faculty of Record
NURS 713 Evaluating Evidence for Advanced Nursing Practice
3 credits
This course provides a framework for applying evidence to clinical practice. Students locate, critically evaluate and synthesize evidence from qualitative and quantitative studies used for decision-making in advanced practice. Approaches to quality/practice improvement, program evaluation and translating research into practice are presented.
Prerequisites: Graduate standing

NURS 714 Practice Evaluation
3 credits
In this course, strategies for evaluating outcomes of care, care systems, programs and quality improvement methods to change practice are examined.
Prerequisites: NURS 713

NURS 715 Methods of Clinical Inquiry
3 credits
Strategies for selecting clinical inquiry designs and analyzes for answering practice questions are applied to students selected inquiry questions. Students analyze and interpret qualitative and quantitative data.
Prerequisites: NURS 714

NURS 716 DNP Integration Seminar
1 credit
The purpose of this seminar is to help the student to integrate concepts and principles learned in NURS 700 and NURS 701 with their advanced nursing practice. The seminar will provide a forum for scholarly exchange and learning about doctoral level advanced nursing practice.
Prerequisites: NURS 701

NURS 733 Health Systems: Organization and Change
3 credits
This course provides a critical examination of the organization of health care systems at national, regional, state and local levels. Organizational change affecting health care delivery is explored from a systems perspective.
Prerequisites: NURS 701

NURS 734 Health Policy
3 credits
This course focuses on the design, implementation and evaluation of health policies and their origins and consequences. The impact of health policy on clinical practice and health care, and methods for affecting the process of health policy formation are examined.
Prerequisites: Admission to the Doctor of Nursing Practice program.

NURS 735 Principles of Health Care Economics and Finance in Quality Care Delivery
2 credits
This course will provide the foundation for assessing the financial impact of practice policies, procedures and initiatives when meeting the health needs of the practice populations. The course will emphasize the analysis of practice quality and cost effectiveness of care, as well as the use of principles of economics and finance to redesign effective and realistic care delivery strategies and/or practice initiatives.
Prerequisites: NURS 701, NURS 733

NURS 740 Urgent and Emergent Rural Primary Care Management for Nurse Practitioners
3 credits
This course addresses the assessment and management of urgent and emergent patient conditions commonly encountered by advanced practice nurses in rural primary care settings. Implications of urgent/emergent primary care in rural health systems will be included.
Prerequisites: accepted into the Rural Health Track program or permission of the instructor.

NURS 741 Rural Health Care Delivery for Advanced Practice Nurses
3 credits
This course addresses concepts and issues affecting advanced practice nurses in rural areas. Rural culture, reimbursement issues and policies that shape practice are analyzed. The course helps inform nurses with advanced preparation to deliver complex and comprehensive care in rural areas where resources may be limited. A culture promoting safety and quality is emphasized.
Prerequisites: Acceptance into Rural Health Track or permission of instructor.
NURS 742 Rural Mental Health for Psychiatric/Mental Health Nurse Practitioner
3 credits
This course explores issues in providing mental health care across the lifespan to populations residing in rural areas of the US. The epidemiology of mental health and illness in rural areas will be examined, focusing on how this affects the mental health care provider role. Role adaptations, treating urgent and emergent conditions and leadership opportunities will be analyzed with an emphasis on professional interdisciplinary collaboration and working in integrated health care systems.
Prerequisites: accepted into the Rural Health Track program or permission of the

NURS 790 Clinical Residency
9-18 credits
Students provide leadership to create change in population-based health care and complex health care delivery systems. Students integrate practice within an advanced practice nursing specialty with scholarly inquiry to influence outcomes of practice and health care policy.
Prerequisites: All required core coursework except NURS 703 which is concurrent. Nurse anesthesia students may take NURS 734 concurrently.
The Office of Student Affairs provides support for student activities, governance, diversity engagement and enrichment and leadership, as well as facilitates student events, such as new student orientation and graduation. The student affairs staff members serve as a resource for all students across all campuses with needs related to tutoring, learning and disability accommodations, financial and academic scholarship, peer-to-peer interactions and with faculty and student communications. Students are encouraged to contact the Student Affairs Office with questions or concerns at 503 494-7725 or at sn-affrs@ohsu.edu.

Academic Calendar

Refer to OHSU Registrar’s Office at www.ohsu.edu/Registrar/ or page 121 of this document

Academic Advising and Records

Advisers counsel students regarding curriculum, career options, letters of recommendation and other matters of student concern.

All undergraduate students are assigned faculty advisers at the time of matriculation and should schedule an initial appointment before registration for their first term. Ashland, Klamath Falls, La Grande and Portland campus undergraduate students are assigned faculty advisers at the time of matriculation. Baccalaureate completion for RN students are primarily advised by one of three regional advisers depending on the students’ geographical location. Students typically use e-mail and telephone when communicating with their adviser. The program director is also available for academic advising.

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

Students in the School of Nursing have access to their academic records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the OHSU Board of Directors. Current student advising and progression records are housed in the program offices of the School of Nursing on each campus. Students may contact their adviser or the program staff person to conduct a record review. Students may request copies of materials from their student file. Official academic records are maintained and stored by the OHSU registrar. All students are encouraged to seek assistance from their advisors regarding any academic or professional concerns. Either the student or the advisor may request a change in the advisor assignment by notifying the appropriate Program Director or Associate Dean on each campus. Questions about advising assignments or issues with
advising can be sent to the Senior Associate Dean of Student Affairs and Diversity.

**Academic Petition**

Students requesting a course waiver or credit transfer must complete the School of Nursing Academic Petition. This form can be located on the Student Forms webpage [www.ohsu.edu/xd/education/schools/schoolofnursing/students/resources/student-forms.cfm](http://www.ohsu.edu/xd/education/schools/schoolofnursing/students/resources/student-forms.cfm).

For details about maximum number of credits allowed for course waiver or transfer, see the progression section of this document.

**Catalog Rights**

The OHSU School of Nursing issues a new catalog every year, and the degree requirements for programs may change from one catalog to the next. Degree candidate prerequisites that students must follow are those stated in course descriptions in the current catalog. The only exceptions to this are in cases in which the addition of course prerequisites also increases the number of units required in the degree. In these cases, students are encouraged to meet current course prerequisites, but are not required to do so.

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

**Clinical Experience in Place of Employment**

Whenever possible students should not be assigned a clinical placement in a facility/unit in which they are employed. If placement must be in an agency in which the student is employed, the work supervisor must not be the student's clinical teaching associate/preceptor.

In the event a potential conflict of interest is identified, either before or during the clinical experience, it is the responsibility of the student, clinical teaching associate, or preceptor to inform the clinical coordinator/faculty of record in a timely manner. Once the OHSU School of Nursing (SoN) has been notified of the potential conflict of interest, the clinical coordinator/faculty will discuss the options with appropriate parties and develop a plan for resolution. For additional information please see OHSU policy 20-05-.10, Conflict of Interest and Student Clinical Experiences.

**Code of Conduct**

Refer to the Student Rights, Responsibilities and Codes section of this document. Students seeking additional assistance may contact the School of Nursing, Office of Academic Affairs 503 494-2624.

**Course Delivery and Size Parameters**

Please refer to policy 20-05.02 located on the SoN policy webpage at [www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/admin_policies.cfm?WT_rank=1](http://www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/admin_policies.cfm?WT_rank=1).

**Course and Teaching Effectiveness Evaluations**

Courses offered for academic credit must be evaluated by students each term. Students will be electronically notified of the availability of course and teaching effectiveness evaluations. Evaluations are open seven days prior to the official end of the academic term and close 10 days after the end of the academic term.

The following courses are excluded from the course evaluation and teaching effectiveness evaluation(s): (All other courses are included in the evaluation.)

- NRS 305/405: Reading and Conference
- NRS 307/407: Seminar
- NURS 505/605: Reading and Conference
- NURS 503: Master Research Project
- NURS 601: Research Practicum
- NURS 603: Doctoral Dissertation
- NURS 703: Clinical Inquiry
- NURS 790: Clinical Residency

Additionally, given the intent of practicum courses, all NRS 309/409 and NURS 509/609/709 courses will only receive the Teaching Effectiveness-Clinical Supervision subscale.

The only faculty with a minimum of five contact hours assigned to a course will be listed as faculty of record for a course. Guest speakers/lecturers, faculty that cover an occasional course session, or faculty with fewer than five hours of student contact in a single course are not considered faculty of record. The primary faculty of record for the course may use a guest lecturer assessment as appropriate for visiting faculty.
At the end of each academic term, appropriate administrators will receive aggregate teaching effectiveness results to be reviewed with individual faculty as necessary. Additionally, appropriate administrators and faculty governance councils will review the aggregate course evaluation report(s), and councils will request faculty to provide a written response using the Course Evaluation Response Form if: Mean course evaluation subscale is 4.0 or lower (1 = Strongly Disagree to 6 = Strongly Agree); and student response rate is at least 60 percent.

Below are the end of term course and teaching effectiveness items:

### School of Nursing Items and Scale

#### Course Evaluation Item Assessment

1. The organization of the course facilitated my learning.
2. The course effectively built and expanded on my previous knowledge.
3. The evaluation methods were appropriate.
4. The course readings and supplemental materials supported my learning.
5. The course delivery method was effective.
6. Overall, the course met my learning needs.

What were the strengths of the course?
What recommendations would you suggest to improve this course?

General comments about this course:

#### Teaching Effectiveness—Classroom Faculty

1. The faculty member facilitated my learning.
2. The faculty member was prepared for this course.
3. The faculty member responded to my requests for assistance.
4. The faculty member was fair in evaluating my work.
5. The faculty member treated me with respect.
6. The faculty member linked course learning to professional practice.
7. The faculty member did not discriminate based on gender, race, national or ethnic origin, marital status, sexual orientation, age or disability.

What were the strengths of this faculty member?
What recommendations would you suggest to this faculty member?

General Comments:

#### Teaching Effectiveness—Clinical Faculty

(includes Simulation, Skills Lab and Clinical)

1. The faculty member facilitated my learning.
2. The faculty member demonstrated professionalism.
3. The faculty member was fair in evaluating my work.
4. The faculty member was available.
5. The faculty member effectively facilitated simulation, skills or clinical experiences.
6. The faculty member linked course learning to professional practice.
7. The faculty member did not discriminate based on gender, race, national or ethnic origin, marital status, sexual orientation, age or disability.

What were the strengths of this faculty member?
What recommendations would you suggest to this faculty member?

General Comments:

### Credit Hour Ratio

All face-to-face didactic (theory) courses taught in the School of Nursing will have a 50-minute hour for each course credit. This is the baseline for a 1-1 ratio. Therefore, for each credit hour per week, students are expected to dedicate approximately three hours of out-of-class preparation for undergraduate courses and four hours of preparation for graduate courses. For online courses, this translates to four hours of total online course learning activities or related studying for each theory credit.

Clinical course ratios vary by degree level:
- Undergraduate clinical: 3-1 ratio (three hours in clinical for one clinical credit)
- Graduate clinical: 4-1 ratio (four hours in clinical for one clinical credit)

### English Language Learner Support

English Language Learner (ELL) students may, with approval from the course instructor, have their examination times extended during the first year of the undergraduate nursing program. Students can also access ELL services on the Ashland, La Grande and Monmouth campuses. Students on the Portland and Klamath Falls campus access ELL services from service providers on a fee-for-service basis.
**Grading Standards**

The School of Nursing grading system for official grade reports includes:
- 4.0 = Exceptional
- 3.0 = Superior
- 2.0 = Average
- 0.0 = Failure

For purposes of computing a grade point average, all course grades from the School of Nursing are assigned one of the above numerical point values. When a course is repeated, both grades are retained on the transcript and used in the GPA. The GPA is the quotient of total points divided by total term credit hours for which numeric grades are received. Repetition of a course, after failure to pass, will be allowed one time as long as criteria for dismissal are not met.

**Graded Marking System**

The School of Nursing grading system for official grade reports includes: 4.0 = Exceptional; 3.0 = Superior; 2.0 = Average; and 0.0 = Failure. For purposes of computing a grade point average (GPA), all course grades from SoN are assigned one of the above numerical point values. When a course is repeated, both grades are retained on the transcript and used in the GPA. The GPA is the quotient of total points divided by total term credit hours for which numeric grades are received. Repetition of a course, after failure to pass, will be allowed one time as long as criteria for dismissal are not met.

**Non-Graded Marking System**

The non-numerical grading system may be available in some courses. Non-numerical grades are not included in the computation of the GPA, and some programs have limitations on the number of non-numerically graded courses that can be applied towards the degree.

- **Withdraws**: Decisions regarding withdrawal must occur before the final examinations in theory courses and prior to grade assignment in clinical courses. If clinical course work is completed, but final evaluation has not been given, the student may not withdraw because the entire grade has been earned. In this situation, the grade earned must be recorded. If a student withdraws from an intensive format course prior to the final examination or course grade assignment, the student will receive a W.
- **Withdraw (W)**: If a student withdraws prior to the mid-point of the term, the student will receive a W. Refer to the OHSU Academic Calendar for official dates.
- **Withdraw-Satisfactory (W-S)**: When a student withdraws from a course after the mid-point of the term but any time prior to the final examination or course grade assignment, the grade recorded on the transcript will be a W-S if the student's work is satisfactory at the time of withdrawal. Students must exercise their W-S option before final examinations in theory courses and prior to grade assignments in clinical courses. If clinical course work is completed but final evaluation has not been given, the student may not withdraw, because the entire grade has been earned. Refer to the OHSU Academic Calendar for official dates.
- **Withdraw-Unsatisfactory (W-U)**: When a student withdraws from a course after the mid-point of the term, but any time prior to the final examination or course grade assignment, the grade recorded on the transcript will be a W-U if the student's work is unsatisfactory at the time of withdrawal. Although a W-U is not calculated in the grade point average, it is interpreted as a failing grade for progression purposes. Repetition of a course, after failure to pass or a W-U, will be allowed one time as long as criteria for dismissal are not met. If clinical course work is completed but final evaluation has not been given, the student may not withdraw, because the grade has been earned. Refer to the OHSU Academic Calendar for official dates.
- **Incomplete (I)**: When the quality of work is satisfactory, but some requirement of the course has not been completed, a Report of Incomplete Grade may be made and additional time granted. An I indicates the student has completed a major portion of the work in the course in a satisfactory manner but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed and is a function of the student being unable to complete the course requirements not a function of the course structure or SoN responsibility. Incomplete grades are not used to give students an opportunity to avoid earning a lower or failing grade. Students are expected to contract with the faculty to remove the grade as soon as possible. If an I is not removed as contracted, the faculty member will convert the I to the contracted grade as specified in the Report of Incomplete Grade. An Incomplete grade must be removed within 1 year. If the student has not completed the course work
to warrant the removal of an Incomplete within the 1-year time frame (defined as the end of the 4th quarter after the I was issued), the student will be required to successfully retake the courses.

Once an I is issued, that grade remains on the transcript, but paired with the new grade. For example, a student issued an incomplete that ultimately completed the course with a B would have the following grade noted on the transcript: I/B.

- **In Progress (IP):** An IP can be given for a course that continues across more than one term or is related to SoN responsibility such as students not having sufficient clinical hours in sites. Students register for the course one time and the course outcomes must be completed before a final grade for credit is awarded. The final grade replaces the IP designation on students’ transcripts. It is not permissible to use the IP grade designation when a student completes the course, could be awarded a grade, but is expected to remain at the site between academic terms. Educational agreements in which this is expected must have that expectation documented in the contract and a designated faculty member will be names and clinical supervision between academic terms will be documented.

- **Pass/No Pass (P/NP):** Certain School of Nursing courses may be designated Pass/No Pass. Students in these courses receive grades of Pass (P), or No Pass (NP). A student who wishes to exercise the pass/no pass option must do so at the time of registration or within the period allowed for changes, and may only use this option if allowed at the course level.

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

- **No Basis for Grade (X):** This is a registrar-initiated mark indicating “no grade” or “no basis for a grade.” The instructor either did not report a grade or reported a grade that was inconsistent with grading options.

**Latin honors**

To recognize academic excellence in the undergraduate nursing program, Latin honors may be awarded to undergraduate nursing students at the time of graduation. This honor is based on the cumulative grade point average (GPA) for nursing courses through the term prior to graduation. Latin honors are determined according to the following standard: Summa Cum Laude: 4.0; Magna Cum Laude 3.90-3.99; and Cum Laude 3.80-3.89

**Incident Reporting**

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

Faculty are to report any incidents through the OHSU Health System Event Reporting System located at ozone.OHSU.edu/healthsystem/dept/risk/UHC-PSN/

**Invasive Procedures**

Students will not practice invasive procedures on each other while learning skills and techniques.

To protect nursing students from unnecessary exposure to communicable diseases that may be transmitted through blood and body fluids, with consideration of the benefit-to-risk ratio for student-to- student and self-administered performance of invasive procedures in learning techniques and skills related to the performance of invasive procedures, and with confidence that the basic principles, techniques and skills in the performance of invasive procedures can be learned without involvement of human subjects, students will not be required nor permitted to practice invasive procedures on themselves or others in a practice situation, whether on campus or elsewhere.

**Leave of Absence**

After the successful completion of one term, a student may, under exceptional circumstances and with the approval of the appropriate Senior Associate Dean interrupt their academic degree with a Leave of Absence (LOA). A LOA will not be granted for longer than one year. Students are not to be placed on
LOA during academic terms in which they are only taking non-nursing courses or courses that are in the student’s program of study that are not offered at an OHSU campus. Students must use the official OHSU Withdrawal/leave of Absence form.

If a student does not take a full year (four quarters) in a single LOA, the student may apply for another LOA for the remaining quarters at a later point in the program. Exceptions to this four-quarter limit must be presented to the School of Nursing Academic Council for consideration and approval.

Time of return from a LOA is dependent on space available for clinical placements and/or on course availability in the student’s program of study. Not returning from a LOA as planned will be grounds for administrative withdrawal from OHSU School of Nursing.

LOA allows a student to enroll for the term immediately after the expiration of the leave without reapplying to the university. While on leave a student is not considered enrolled and is not eligible for any campus privileges or services from the university. In most cases, time limit to completion of the degree is not changed by a leave of absence. Per OHSU policy, students returning from an LOA longer than 180 days must successfully pass a new background check.

LOAs due to military service will be reviewed on a case-by-case basis for tuition refunds and Time to Degree implications. Tuition refunds in these cases are determined by the OHSU Registrar’s office. Time to Degree implications are determined by the appropriate School of Nursing Admission and Progression Committees.

Students wishing to maintain health insurance while on an LOA must contact the Student Health Service (SHS) at 503 494-8665 before the end of the month in which their leave is set to begin. If a student does not contact SHS during this timeframe SHS will be unable to continue their SHS access and their insurance. Students on an approved LOA can continue their Student Health Service access and/or coverage on the Student Health Insurance plan for up to three (3) months. Students will be financially responsible for the premium(s) during this three-month period. If a student fails to pay the premium during this time, they will have their coverage terminated due to nonpayment. After three months students can continue on the health insurance extension plan for an additional 12 months. To continue on the extension plan for up to 12 months, the student must call the Student Health Service prior to the end of their third month of continuation coverage.

If students do not contact the Student Health Service prior to the end of their third month of continuation coverage, they will be unable to elect the extension coverage.

**Registration**

Students must be registered in a course to receive credit. Registration for classes occurs online at [www.ohsu.edu/xd/education/student-services/registrar/](http://www.ohsu.edu/xd/education/student-services/registrar/). Registration begins approximately six weeks prior to the next term. Students who elect to drop a course or change credit load during the term must notify their adviser and the OHSU registrar. Such changes are subject to a fee. Students who fail to register for a term, as expected within their program of study, and who are not on an approved leave of absence will be administratively withdrawn.

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

Twelve credit hours are considered full-time enrollment for all undergraduate students. Nine credit hours are considered full-time enrollment for all master’s and doctoral students. Six credit hours are considered at least half-time enrollment for DNP and PhD students.

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

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

**Nonmatriculated (Nondegree) Enrollment:** Nondegree students may not enroll in any undergraduate courses (100-499). Selected graduate-level courses (500-799)
allow nondegree student enrollment with permission of the faculty of record and on a space available basis. Nondegree students are not eligible to register or participate in clinical courses.

To be eligible for nondegree enrollment in graduate courses, students must hold a bachelor’s degree from an accredited school. Students with degrees from foreign colleges or universities must have a bachelor’s-level degree from a school accredited by the appropriate agency in that country. Nondegree students must have successfully completed any prerequisites for the course they wish to take in order to enroll.

There is no maximum number of credits a student can take as a nonmatriculated student; however, students may only transfer nine credit hours of nondegree coursework into an OHSU School of Nursing graduate degree program. Students may transfer up to 12 credits into the Oregon Master of Public Health Program; however, those may not be for MPH core courses. There is no commitment that nondegree courses will apply toward a graduate degree or that successful completion of courses in a nondegree status qualifies a student for admission.

Nondegree-seeking students must meet the incoming student compliance requirements (see the admissions section of this document). Nondegree seeking students may be charged the OHSU Student Health Fee and the OHSU Student Health Insurance fees. These fees are dependent on the number of credits for which they are enrolled.

**Reading and Conference Courses:** Courses titled “Reading and Conference” are jointly planned by the student(s) and faculty member. They are designed to meet specific learning needs of the student(s) when the content is not addressed in an available course. Students interested in reading and conference courses should contact the faculty member with expertise in desired area of study. The student and faculty member negotiate a written contract that includes a course title, credit hours, academic term, a brief course description including objectives and the expectations of faculty and student, evaluation method and signature lines for both faculty and student. Registration for Reading and Conference Courses require paper registration. See the OHSU Registrar’s Web page for this form.

**Simultaneous Enrollment in Courses:** Generally, students are not allowed to enroll in two courses that meet during the same hours in the same term. A student may petition for approval to take two courses that are offered during the same hours in the same term with approval from faculty members teaching the courses, the student’s faculty adviser and the appropriate administrative director. The petition for this request is located on the student forms page.

The student registration system (ISIS) will not allow students to register for two courses that meet at the same time. Students will be prompted to choose one of the courses and will need to resolve schedule conflict with registrar.

**Withdrawal from Degree Program:** Students who wish to withdraw from a degree program should obtain an official form from the Registrar’s Office and submit it to the School of Nursing declaring the intent to withdraw from the School of Nursing. Students are strongly encouraged to seek counsel from an adviser before taking such action.

**Probation and Dismissal**

Any student may be put on academic probation according to the criteria listed in Table 4. If a student fails to meet the conditions of a probation letter, the student will be dismissed from the SoN. Students who successfully meet the criteria specified in a probation letter may be returned to Academic Good Standing. A student can remain enrolled in the OHSU SoN while on probation; however, academic probation status may constrain student progression within some degree programs.

Program directors or Campus Associate Deans originate the probation process; however, the appropriate Sr. Associate Dean signs and sends the probation letters notifying students through overnight traceable mail. All probation letters will outline the reasons for the probation status, how a student may get back into academic good standing (if possible), any time limits to stipulations indicated in probation letters, and the related appeal/grievance process. Copies of probation letters are included in the student file, and provided to the OHSU Registrar, Sr. Associate Dean for Education and Statewide Programs and the appropriate School of Nursing Admission and Progression committee.
A student who does not meet the standards for scholarship articulated in Table 4 or fails to meet the conditions of probation will be dismissed from the SoN. Additionally, OHSU reserves the right to dismiss any student who does not maintain the required standards of scholarship, whose continuance in the SoN would be detrimental to her or his health or to the health of others, or whose conduct or clinical performance demonstrates a lack of fitness for nursing. The SoN is not required to place a student on probation prior to being dismissed if the dismissal standards are met.

Doctoral programs may have additional probation and dismissal criteria that is program specific. Refer to the Doctor of Philosophy Program Guidelines or the Doctor of Nursing Practice Program Guidelines.

Students in the SoN Master of Public Health or the Graduate Certificate in Public Health are held to the Oregon Master of Public Health probation and dismissal standards articulated in each OMPH track Student Handbook. Refer to www.oregonmph.org/content/student-handbooks

The appropriate Sr. Associate Dean will originate dismissal letters and notify the student through overnight traceable mail. All dismissal letters will outline the reasons for the dismissal and the appeal and grievance process available to students. Copies of dismissal letters are included in the student file, provided to the OHSU Registrar and provided to the appropriate SoN faculty governance committee.

### Table 4: Probation and Dismissal Guidelines for Courses Applied towards an OHSU School of Nursing Degree or Certificate

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Probation</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 3 Incomplete grades across the Program of Study</td>
<td>• 4 unresolved Incomplete grades</td>
</tr>
<tr>
<td></td>
<td>• Lack of continuous enrollment based on Program of Study without being on an LOA</td>
<td>• Failure to meet conditions stipulated in probation letter</td>
</tr>
<tr>
<td></td>
<td>• Failure to meet program benchmarks</td>
<td>• Failure to meet program benchmarks</td>
</tr>
<tr>
<td></td>
<td>• Failure to maintain a cumulative GPA 2.0 or above</td>
<td>• Two or more 0, NP or WU</td>
</tr>
<tr>
<td></td>
<td>• One 0, NP, WU</td>
<td>• If a student successfully retakes a course in which s/he received a 0, NP, or WU and receives a 0, NP, or WU in another course, the student will be dismissed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Probation</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 3 unresolved Incomplete grades across the Program of Study</td>
<td>• 4 unresolved Incomplete grades across Program of Study</td>
</tr>
<tr>
<td></td>
<td>• Lack of continuous enrollment for 1 academic quarter based on Program of Study without being on an LOA</td>
<td>• Lack of continuous enrollment for 2 academic quarters without being on approved LOA</td>
</tr>
<tr>
<td></td>
<td>• First-attempt failure to meet program benchmarks</td>
<td>• Failure to meet conditions stipulated in probation letter</td>
</tr>
<tr>
<td></td>
<td>• Fails to meet timeline standards for program benchmarks and Time to Degree</td>
<td>• Second attempt failure of program benchmarks</td>
</tr>
<tr>
<td></td>
<td>• One 2.0 or WU or NP in a course</td>
<td>• A cumulative GPA below 3.0 that persists for 12 months</td>
</tr>
<tr>
<td></td>
<td>• Failure to maintain a cumulative GPA 3.0 or above</td>
<td>• More than one 2.0 or WU or NP or a combination of one of each across the program of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One 0</td>
</tr>
</tbody>
</table>
Exceptions to Probation or Dismissal Standards: To prevent automatic probation or dismissal, student must petition for Exception to Probation or Dismissal from the appropriate Sr. Associate Dean. Appeals prior to probation or dismissal must be received by the appropriate Sr. Associate Dean at least 3 months before an event is expected to meet probation or dismissal criteria. After a student initiates an appeal, he or she may not file a Student Grievance related to the probation or dismissal. However, a student may appeal the decision of the Sr. Associate Dean to the OHSU Provost. The appeal to the OHSU Provost must occur within 10 working days of receipt of the decision of the Sr. Associate Dean for Education and Statewide Programs.

Appeals: Students who are placed on probation or dismissed may appeal the decision in writing to the Sr. Associate Dean for Student Affairs and Diversity. Written petitions for Exception to Probation or Dismissal must be received by the Sr. Associate Dean for Student Affairs and Diversity within 10 working days of receipt of dismissal letter. Once students initiate an appeal, they may not file a Student Grievance related to the probation or dismissal. However, they may appeal the decision of the Sr. Associate Dean to the OHSU Provost. The appeal to the OHSU Provost must occur within 10 working days of receipt of the decision of the Sr. Associate Dean for Student Affairs and Diversity.

Credits in Residence, Transfer Credit and Course Waivers: Students must successfully complete a specific number of credits as an OHSU School of Nursing matriculated student in order to be granted a degree from OHSU. Additionally, some degrees have an academic residency requirement in which students must be enrolled for a specified number of credits for a minimum number of successive academic terms, refer to the degree Program of Study for academic residency requirements. Table 3 presents the Credit in Residence standards by program.

Transfer Credit options for OCNE Partner School Students: Students transitioning to OHSU SoN from an OCNE partner school may apply 9 transfer credits from NRS 224 to NRS 424.

Transfer Credit options for RNBS Students: The Registered Nurse to Bachelor of Science (RNBS) allows transfer credit in the following formats:

- **Portfolio Credit.** Students may submit portfolios addressing the competencies for full or partial credit. This is only an option for NRS 312, NRS 410A, NRS 410B, NRS 426A, or NRS 426B

- **Transfer Credit.** Students may transfer credits earned in an associate degree for NRS 210, 211, 211, 230 and 232. Depending on the courses, articulation transfer credits may be granted to students for NRS 322 and NRS 424.

Transfer Credit options for Graduate Students: A maximum of 9 quarter credits earned as a non-matriculated student, either OHSU or elsewhere, will be considered for transfer. Continuing education course work will not be considered for transfer. When a student can demonstrate successful completion of academic course work from a previously attended accredited institution that is duplicative with the content of OHSU SoN required courses, the faculty of record for the course for which a student is seeking a waiver, the student’s advisor and the Sr. Associate Dean for Education and Statewide Programs must approve a requested course waiver. Waived courses are not considered earned credit, and students must still meet the minimum number of earned credits to be awarded a degree. A maximum of 9 quarter credits can be waived. It is the responsibility of the advisor to ensure that course waivers do not adversely affect the credentialing requirements of the State of Oregon. Post-master certificate students in the Family Nurse

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>45 of the last 60*</td>
</tr>
<tr>
<td>Master of Public Health/Graduate Certificate in Public Health</td>
<td>All credits must be earned through the Oregon Master of Public Health</td>
</tr>
<tr>
<td>Master of Nursing</td>
<td>2/3 of the credits from the approved program of study</td>
</tr>
<tr>
<td>Post-master Certificate</td>
<td>2/3 of the credits from the approved program of study</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (postbacc)</td>
<td>2/3 credits from the approved program of study</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (postmaster)</td>
<td>48 credits</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>42 (excluding dissertation credits)</td>
</tr>
</tbody>
</table>

*Courses completed at an OCNE Community College partner institution and/or an OUS institution can be counted as OHSU credit in residence only if the credits were taken after being admitted to OHSU.
Practitioner and Nurse-Midwifery programs may be granted an exception to the 9 credit limit depending on their previous coursework.

Students requesting a transfer of credit must complete the SoN Academic Petition and have that approved by the faculty of record for the course the student is seeking to have the credits applied towards and the appropriate Program Director and Sr. Associate Dean must approve course waiver or transfer credit request.

**Time to Degree:** Each SoN degree has an established time to degree requirement that begins at matriculation for students. This Time to Degree policy does not distinguish between full-time and part-time student enrollment. The student can petition the appropriate faculty governance committee for an extension of the time limit by submitting a written request that is supported by the student's academic advisor and the appropriate Program Director or Academic Director. Appropriate faculty governance committees/councils have the authority to grant extension to the Time to Degree. Granted exceptions are forwarded to the appropriate Sr. Associate Dean for final approval.

Program specific time to degree policies are as follows:
- Accelerated Bachelor of Science: 3 years
- Bachelor of Science: 5 years
- Master of Nursing: 4 years
- Oregon Master of Public Health: 7 years
- Graduate Certificate in Public Health: 4 years
- Postmaster Certificate: 3 years
- Doctor of Philosophy: 7 years
- Doctor of Nursing Practice: Post-baccalaureate: 6 years; Post-master: 4 years

**Student Grievance**

Refer to the Student Rights, Responsibilities and Codes section of this document. Students seeking additional assistance may contact the School of Nursing Office of Academic Affairs 503 494-2624.

**Student Signatures at Clinical Sites**

Undergraduate students will use a specified format when signing their names on charting in clinical agencies. The format is: First initial, last (family) name, education level of the student (NS2,NS3,NS4), OHSU. In the Baccalaureate Program the nursing education levels are: NS2 for sophomores, NS3 for juniors and NS4 for seniors. In the Accelerated Aaccalaureate Program the levels are: NS2 for students in the first and second terms, NS3 for students in the third and fourth terms, NS4 for students in the fifth (final) term. For example, Samuel Smith, a beginning nursing student, would sign: S. Smith, NS2, OHSU.

**Syllabi**

It is the student's responsibility to keep all syllabi for coursework that will be needed as evidence for future state licensure or other purposes. Syllabi are to be distributed from the faculty of record to the enrolled students at the beginning of each quarter. Students are expected to become acquainted with the entire syllabus, to clarify any perceived ambiguities with the course coordinator at the beginning of the term, and to meet the objectives by the end of the quarter.

**Technical Standards**

Health sciences programs have a societal responsibility to train competent health care providers and scientists that demonstrate critical judgment, extensive knowledge and well-honed technical skills. All candidates for an OHSU degree or certificate must possess essential skills and abilities necessary to complete the curriculum successfully. These include academic (e.g., examination scores, grade point average) as well as technical standards. These technical standards are nonacademic criteria, basic to all of OHSU's educational programs. Each OHSU program may develop more specific technical standards.

OHSU's technical standards include:
- Acquiring information from experiences and demonstrations conveyed through online coursework, lectures, group seminars, small group activities and others.
- The ability to recognize, understand and interpret required instruction materials including written documents, computer-information systems and non-book resources.
- The ability to manipulate the equipment, instruments, apparatus or tools required to collect and interpret data appropriate to the domain of study, practice or research.
- The ability to follow universal precautions against contamination and cross contamination with infectious pathogens, toxins and other hazardous chemicals.
- Solving problems and thinking critically to develop appropriate products and services (e.g., treatment plan, a scientific experiment).
• Synthesizing information to develop and defend conclusions regarding observations and outcomes.
• Using intellectual ability, exercising proper judgment and completing all responsibilities within a timeframe that is appropriate to a given setting.
• Maintaining effective, mature and sensitive relationships under all circumstances (e.g., clients, patients, students, faculty, staff and other professionals).
• Communicating effectively and efficiently with faculty, colleagues and all other persons encountered in any OHSU setting.
• Working in a safe manner and responding appropriately to emergencies and urgencies.
• Demonstrating emotional stability to function effectively under stress and adapting to changing environments inherent in clinical practice, health care and biomedical sciences and engineering.

All students must meet the OHSU Technical Standards at time of matriculation. OHSU Technical Standards and published in the SoN Catalog/Student Handbook. Additionally, all students are required to comply with/ pass the standards in the SoN Student Compliance and Drug Screening policy (20-01.15). This policy is published in the SoN Catalog/Student Handbook and posted on the SoN Faculty and Staff – Policies and Bylaws webpage.

Services

OHSU Affirmative Action/Equal Opportunity
503 494-5148
www.ohsu.edu/aoa/
The Affirmative Action and Equal Opportunity department is available to assist students who have a concern regarding prohibited discrimination and harassment; who would like information about disability accommodation or request reasonable accommodation for a religious reason; or who need advice and/or education regarding prohibited discrimination or harassment.

Health Services
On the Portland campus, all students enrolled for one or more credits are assessed a health service fee. The stipulations based on credit vary among regional campuses. Please refer to the specific institution for health service policies governing fees and services. Adult dependants of students who have the student health insurance plan, are able to access services at the SHS as they are assessed the student health fee. In addition, students with spouses or domestic partners with other insurance that meets our waiver requirements may also access care at SHS with payment of the SHS fee.

OHSU Library
503 494-3460 or library@ohsu.edu www.ohsu.edu/library
On-campus and distance education students must be currently enrolled to have access to library services. All journals and books can be used in the library and most can be checked out. Photocopy machines are available and copy cards can be requested at www.ohsu.edu/xd/education/library/services/copying-and-printing-services.cfm. Library barcodes must be used to check books out or to use resources from off campus. Barcodes can be picked up at the circulation desk in the library or requested with the online application at www.ohsu.edu/library/libcdapp.shtml.

The library provides access to more than 100 databases in the health sciences, basic sciences and general information. They are available both on and off campus. All electronic journals are available to anyone on campus and with the library barcode off campus. Some current and older issues of journals are available in print in the main library and by request from the old library and storage.

• Electronic resources: E-Reference is an online reference library available at www.ohsu.edu/library/netcat/.
• Consumer health: This is a collection of links to health information for nonprofessionals. It is valuable when looking for basic information and for use with patients. This is available at www.ohsu.edu/library/consumerhealth/.

OHSU reference librarians answer most online questions within 24 hours. Go to www.ohsu.edu/library/refrequest.shtml or contact a reference librarian at 503 494-3464. Classes are available on using a variety of library resources and are scheduled quarterly at www.ohsu.edu/library/classes.shtml or by appointment.

Oregon licensed health professionals have access to a subset of electronic resources described at www.ohsu.edu/library/offcampus/nonohsu.shtml.
march wellness (Portland only)
www.marchwellness.com
OHSU march wellness and fitness center offers programs that are designed to strengthen and nurture its members. It supports members in achieving goals whether they are improving flexibility, managing a chronic illness, training for a marathon or recovering from surgery.

A wide variety of group exercise classes are offered throughout the week and are included in membership. march wellness has a full array of cardio and strength training equipment, saline pools, demo kitchen and steam/sauna. Members also have access to personal trainers, massage therapists and acupuncturists. For more information visit marchwellness.com. March wellness is located on the second floor of CHH, 503 418-6272

OHSU Campus Store
503 494-7708
OHSU Campus Store is intended to be a resource for students, faculty, staff and the local medical community and is located in the Student Center. The Campus Store can special order a wide variety of books and textbooks. Additionally, the store carries medical equipment that students may need such as stethoscopes, EKG calipers and much more. Additionally, the store has a selection of logo merchandise both in the store and on-line for purchase. A limited amount of stationary items are also available at the store. The Campus Store web site on the OHSU Ozone under the Academic Affairs section provides links to other resources including book, hardware and software vendors.

OHSU Office for Student Access
503 494-0082
www.ohsu.edu/student-access
OHSU is committed to providing equal access to qualified students with disabilities. Student access determines and facilitates reasonable accommodations, including academic adjustments and auxiliary aids, for students with documented disabilities. A qualified student with a disability is a person who meets the academic and technical standards requisite to admission or participation in a particular program of study. As defined by the Americans with Disability Act (ADA), a person with a disability has a physical or mental impairment that substantially limits one or more major life activities of the individual. This may include, but is not limited to, physical conditions, chronic health issues, sensory impairments, mental health conditions, learning disabilities and ADHD.

Student access serves students with disabilities both on and off the Portland campus in all of OHSU’s educational programs. Student access also acts as a resource for all students to assist with improving students’ overall approach to academic success, including enhancing study skills, test taking, time management or organizational skills.

Each campus has an assigned program accommodation liaison (PAL), who acts as an “in-house” resource for students and faculty concerning access issues for students with disabilities.

The PAL works in collaboration with student access to implement recommended accommodations for students with disabilities.

Program Accommodation Liaisons:

School of Nursing – Portland Campus
Ann Nielsen
Undergraduate Program Director
nielsena@ohsu.edu
503 494-1649

School of Nursing – Klamath Falls Campus
Tamara Rose
Campus Associate Dean
roset@ohsu.edu
541 885-1513

School of Nursing – Ashland Campus
Joanne Noone
Campus Associate Dean
noonej@ohsu.edu
541 552-8453

School of Nursing – La Grande Campus
Muriel Shaul
Campus Associate Dean
shaulm@ohsu.edu
541 962-3383

School of Nursing – Monmouth Campus
Bret Lyman
Campus Associate Dean
lyman@ohsu.edu
503 838-8385
Disabilities
OHSU is committed to providing equal access to qualified students with disabilities. Student access determines and facilitates reasonable accommodations, including academic adjustments and auxiliary aids, for students with documented disabilities. A qualified student with a disability is a person who meets the academic and technical standards requisite to admission or participation in a particular program of study. As defined by the Americans with Disability Act (ADA), a person with a disability has a physical or mental impairment that substantially limits one or more major life activities of the individual. This may include, but is not limited to, physical conditions, chronic health issues, sensory impairments, mental health conditions, learning disabilities or ADHD.

OHSU Center for Diversity and Inclusion
503 494-5657
www.ohsu.edu/academic/diversity/

The OHSU Center for Diversity and Inclusion (CDI) strives to build a vibrant environment providing a close, collaborative working relationship with students, staff, faculty and administration in developing programs and services that foster partnership of respect and inclusion for all people.

The Center for Diversity and Inclusion offers assistance in transitioning to a university environment, supplemental instruction seminars, cross-cultural counseling information and referral services, coordination of traditional cultural celebrations, a central location for socializing and leading cultural competency workshops and events.

OHSU Office of International Service
503 748-7636
OIS@ohsu.edu
www.ohsu.edu/internationalservices

The Office of International Services provides immigration advice and services to international students, employees and visitors. The office also advises academic departments and hiring managers on education and employment-related immigration regulations and procedures.

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

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

OHSU Portland Campus Student Center
The OHSU Portland campus Student Center is a multi-purpose space located near Doernbecher Children’s Hospital on Campus Drive. The Student Center includes: the “Nucleus” lounge, group study space, state-of-the-art multimedia room, TV room, game room and recreational amenities. Conveniently located in the lounge is an ATM. The Student Center offers an intramural program for all OHSU students with competitive leagues in basketball, volleyball and indoor soccer. The gymnasium, swimming pool, hot tub and locker rooms are available to students and members of the Student Center, and provide a number of different recreational opportunities. The Student Center is also available to bicycle commuters so students who bicycle or walk to campus are encouraged to use the locker rooms. Bicycle commuter lockers are available for rent at the Student Center, and the cost is $12 per month. A wide variety of student activities are conducted at the Student Center and include special events, such as the Mug O’ Joe (coffee talk with the president), Campus Services Orientation, Annual Student Volunteer Recognition and Awards Ceremony, and Student Stress Relief Day. In addition, space within the Student Center is available for use by student interest groups and schools for large group events. For more information about the Student Center, please feel free to contact the staff at 503 494-8295 or studentcenter@ohsu.edu.
Oregon State Board of Nursing

Registered Nurse (RN) Licensure
Prelicensure students will receive information regarding this process one term prior to graduation. To obtain a full or limited Oregon nursing license you must take the NCLEX-RN examination: www.ncsbn.org/index.htm

Certified Nursing Assistant (CNA-1 and CNA-2)
Students who successfully complete specified courses are eligible to apply to Oregon State Board of Nursing (OSBN). Students should see their program staff adviser for a complete course list. Students desiring CNA-1 and CNA-2 certification must complete the application process as outlined on the OSBN website, which can be found at: www.oregon.gov/OSBN/pdfs/forms/CNAstudentnurse.pdf.

Advanced Practice Nursing (APN) Certification
Student Responsibilities
Students are required to take the following actions in support of their request for NP certification through the Oregon State Board of Nursing:

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

2. Meet with adviser at least one term before the student intends to graduate to review his or her program of study and transcript.

3. Obtain the basic certification packet from OSBN in April prior to graduation.

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

Please note:

a. It is the student's responsibility to ensure they know and understand what the OSBN requirements are for NP certification from the beginning of their program in order to make sure they will meet those requirements as they progress through the program.

b. It is the student's responsibility to make sure all grades have been submitted prior to requesting the transcript be sent to the OSBN.

c. If some courses were taken at a baccalaureate level or at a master's level either for a postmaster's certificate option, or from another graduate program or another school, make sure to include all transcripts with transferred or waived courses applied to the student's degree.

d. Include copies of official signed documentation for waived courses, transferred courses and letters from the adviser, where appropriate.

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

6. Submit the following items to School of Nursing APN programs for review (be sure to keep a copy):

   a. Verification of Successful Completion of Advanced Practice Nursing form (section I should be completed)
   
   b. Copies of all signed waivers, signed course transfers and letters of explanation for variances in the program of study
   
   c. Copy of student's official program of study. Copy of final OHSU transcript.

School of Nursing Advanced Practice Nursing Program Responsibilities

1. Review the student's program of study and transcripts.

2. Complete Section II of Verification of Successful Completion of Advanced Practice Nursing form utilizing above documentation.

3. Obtain course descriptions from the current OHSU course catalog for all courses listed on the student's transcript.

4. Submit program of study, waivers, transcripts, course descriptions and Verification of Successful Completion form to faculty member responsible for certification requests for final review and signature.

5. The program director will return the signed packet to the designated person in APN.

6. Obtain the official school seal from the registrar and submit the completed packet to the OSBN.
Graduation, Latin Honors and Other Awards

One term prior to the expected program completion, degree candidates file an application for degree with the OHSU registrar. The Application for Degree Form can be found at the registrar’s website and should be returned to the Registrar’s office. Responsibility for fulfilling graduation requirements rests with the student. To participate in ceremonies, students must complete the Application for Degree Form and successfully complete all requirements for their program by the end of spring term.

Students who wish to participate in School of Nursing ceremonies but who will not have completed their program requirements by the end of spring term may submit a petition to participate in ceremonies to the School of Nursing by April 15. Petitions will be considered if only one course is pending completion. Students in the Accelerated Baccalaureate Program are eligible to participate in the ceremony if they have only second summer courses left to complete. Students in this program do not have to file a petition to participate. In order for petitions to be granted, the student’s faculty adviser must be confident that any remaining program requirements, including the final submission of PhD dissertation, will be completed by the end of the summer term immediately following School of Nursing commencement.

The OHSU School of Nursing holds one convocation and/or commencement ceremony each year at each of the campuses, normally toward the end of the spring academic term. To participate in these ceremonies, students must apply for graduation using the OHSU Registrar’s Application for Degree form and successfully complete all requirements for their program.

Students who wish to participate in convocation and/or commencement ceremonies but who will not have completed their program requirements by the end of spring term may submit a petition to participate in ceremonies to the nursing school by April 15. The following exceptions or exclusions apply to this policy:

- Students in the Oregon Master of Public Health Program must have completed their CPH 509A Graduate Internship credits to be eligible to participate in ceremonies.
- Doctor of Nursing Practice and Doctor of Philosophy students must successfully complete their respective terminal benchmarks at least 14 days prior to convocation and/or commencement.
- Students in the summer entry Accelerated Baccalaureate Program are eligible to participate in convocation if they have only the second summer courses left to complete. Students in the summer entry Accelerated Baccalaureate Program do not have to file a petition to participate in spring ceremonies.

Petitions to participate in the ceremonies early will be considered only if one nursing course not to exceed six quarter credits is pending successful completion by the next academic term. All non-nursing coursework must be completed and any Incomplete nursing or non-nursing course grade(s) are considered outstanding program requirements.

In order for petitions to be granted, the student’s academic adviser must be confident that any remaining program requirements, including the final submission of DNP clinical inquiry project and PhD dissertation, will be completed by the end of the summer term immediately following convocation/commencement. In cases where early participation in convocation/commencement ceremonies is granted, students’ names will appear in the ceremony programs with an asterisk (*) indicating that minor program requirements are pending.

To recognize academic excellence in the undergraduate nursing program, Latin honors may be awarded to nursing students at the time of graduation. This honor is based on the cumulative grade point average for nursing courses through the term prior to graduation. Latin honors are awarded as follows: summa cum laude (4.0); magna cum laude (3.90-3.99); and cum laude (3.80-3.89).

Every year each School of Nursing campus recognizes outstanding students during its annual commencement ceremony by awarding several student awards. Additionally, pinning is an integral part of the commencement ceremony for undergraduate students, and graduate students are hooded during convocation.

The OHSU Student Council also hosts an annual Awards and Recognition Banquet to recognize student service on-campus, off-campus and internationally. Students who have done volunteer work in any of the areas listed below within that last two years are eligible for nomination. Students can nominate themselves, be nominated by peers, or by faculty and staff. Award categories include: clinical service; educator; global/international service; community service and outreach; and volunteer of the year.

Graduating students have the option of extending health insurance coverage for a period of three, six, nine or 12 months. Contact the Student Health Service at 503 494-8665 for details.
Student Technology

The OHSU School of Nursing relies on the use of computers for many student activities both in the classroom and online using the Internet. All students are expected to meet the current hardware and software requirements. This is to ensure that students will be able to collaborate with both faculty and peers and be able to complete the many activities required during their program.

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

The software requirements listed in this document are mandatory for all students. If you find that your software has not been updated in a number of years, this is the time to invest in getting it updated so that a student can participate in all the required activities. Academic versions of software packages commonly used by the school are available to students at a discount.

Social Media Guidelines

OHSU School of Nursing student posts, tweets and photos need to follow the code of conduct, HIPAA and the rights and responsibilities outlined in the student handbook. Violations of the social media guidelines or code of conduct may be grounds for disciplinary action and or dismissal.

Students should know that:

- Posting information referencing a patient's name or specific clinical site may violate HIPAA.
- Posting photos from a clinical site may be a violation.
- The OHSU Code of Conduct requires that students report violators to School of Nursing faculty/administrators.
- The OHSU Code of Conduct (www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/student-forms.cfm)
- HIPAA (www.hhs.gov/ocr/privacy/hipaa/understanding/index.html)
OHSU Alert

OHSU ALERT ensures that OHSU’s students are immediately informed of emergency information, in potentially life-threatening situations, building emergencies and campus closures.

OHSU ALERT is part of the university’s multifaceted institution-wide approach to emergency mass notification. It’s important both for the safety of students and staff to ensure that OHSU remains in compliance with regulations guiding emergency notification practices for students.

When students access the OHSU Institutional Student Information System (ISIS) for the first time, they will be invited to provide accurate contact information for the OHSU alert system. Doing so will allow them to receive text messages and/or pages (depending on the information provided) about emergent incidents at OHSU. All students are encouraged to keep their profiles updated in the ISIS system with accurate contact information so they will be aware of critical emergency information.

For questions, please contact the Registrar’s Office at 503 494-7800 or regohsu@ohsu.edu

Hardware

Below are the recommended minimum hardware specifications:

- Operating System: Windows Vista, Windows 7 or MAC OS X
- Speed: 3.0 GHz Intel Pentium 4 or newer
- Memory: 2.0Gb (4GB or more preferred)
- Hard Drive: 160GB or larger

Windows and Macintosh Computers: The School of Nursing is a Microsoft Windows environment. Software required for some courses may not come in a MAC version or there may be differences in functionality between the Windows and MAC versions. Students who choose to use a MAC, will need to be prepared to deal with these issues when they arise to fully participate in all coursework requirements. Newer MACs with the Intel processor can run a Windows environment through Boot Camp, Parallels or Fusion VMWare. However, the cost of the related software and a Windows license can be an expensive option.

Laptops vs Desktops: The School of Nursing encourages the use of laptop computers for on-campus students. They are easily used when working with fellow students in groups and for classroom presentations. All OHSU campuses have wireless networking capabilities at various access points around campus.

Netbooks are not acceptable as a primary computing device. They are made to keep a person connected by primarily providing access to the Internet, Web site browsing and e-mail. In order to conserve power and extend battery life, most are underpowered to run Microsoft Office and do not include DVD drives, which makes installation of additional software difficult.

Other Devices: There are a number of portable devices on the market which provide easy and instant access to the information, digital media and the Internet. Such devices include Palms, eReaders/Kindles, iPods/iPads, iPhones and other SmartPhones. The School of Nursing encourages innovation and the use of these devices where possible. However, as much as everyone loves these devices for what they can do, they can’t do everything. If students use these devices, they should be aware that their assigned coursework will dictate that they be used in conjunction with a good computer or laptop.

Web Cameras: For those students who participate in courses with an online component, a Web cam may be required by the instructor. The course syllabi should note if this is a requirement.

Software

Microsoft Office: All Students are required to own and use the Microsoft Office Suite. Microsoft Works, Apple iWorks, OpenOffice and Corel WordPerfect are not acceptable alternatives. Acceptable versions of Microsoft Office include the following:

- Office 2007 or Office 2010 for Windows
- Office 2008 or Office 2011 for MAC

Required Internet Browsers:

- Microsoft Internet Explorer 7.0 or higher
- Mozilla Firefox 2.0 or higher

Optional Internet Browsers:

- Apple Safari
- Google Chrome

Additional Software:

- Adobe Acrobat 8 or newer
- Adobe Flash and Shockwave
- Apple QuickTime
- RealPlayer
**Internet Security and Antivirus Software**

With all of the Internet threats to personal computers, virus protection is a must. Some campuses and internet providers offer virus protection software for free. Students should check with their campus or provider to see what might be available. Below are a few of the acceptable virus protection packages:

- Microsoft Security Essentials (free from Microsoft)
- McAfee Antivirus
- Norton Antivirus
- Avast! Antivirus
- TrendMicro Titanium
- AVG Internet Security

**E-mail**

OHSU currently uses Microsoft Exchange for its e-mail and calendar systems.

- OHSU provides an e-mail account for all current students
- OHSU e-mail may be accessed through the Internet using a standard Web browser or Microsoft Outlook 2007, 2010 or 2011 (MAC). It may also be accessed on mobile devices such as Apple iPhones and iPads or Android-based phones and tablets.
- It is expected that every student maintains and regularly checks the OHSU provided e-mail account to receive critical student updates
- Cohort-specific e-mails lists are created and utilized to communicate specifically with OHSU students and student groups within the School of Nursing. OHSU units like financial aid, billing and registrar, along with program faculty and staff will communicate important student information to the OHSU e-mail address only.
- Creating rules to forward e-mail to a personal account is prohibited by policy. All students are expected to log in and use their OHSU Outlook account

**OHSU Helpdesk**

The OHSU ITG Helpdesk is available to assist students with e-mail account or account access issues between 6 a.m. and 6 p.m., Monday through Friday at 503 494-2222.

**SAKAI**

The School of Nursing uses Sakai to deliver online course content to its students.

- An updated browser is required to access Sakai.
- Sakai is supported by OHSU’s Teaching and Learning Center. Students can find more information about Sakai at sakai@ohsu.edu.
- Students who need help with Sakai can contact the Sakai Helpdesk at 877 972-5249 or at sakai@ohsu.edu
Student Rights, Responsibilities and Codes

National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities

www.nsna.org/publications/billofrights.aspx

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item No. 4 was revised by the NSNA House of Delegates in Baltimore, Md. (2006).

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

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

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

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

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

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

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

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

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

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

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

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

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

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

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

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

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

**American Nurses Association Code for Nurses**

[www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx](http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx)

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

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

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

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

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

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

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

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

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
OHSU School of Nursing Dress Code and Body Piercing

It is expected that students will exercise good taste and maintain a neat and well-groomed appearance congruent with a professional culture. When attending class in a health care setting or working in the clinical area, students are expected to conform to the professional norm of that area. Each campus determines its own student uniform. With faculty approval, students may periodically update their uniform requirements. It is expected that the uniform selected will be professional, identifiable as a nursing uniform and consistent in appearance. Identification badges must be worn at all times while on campus or in the health care clinical setting. Additional information on OHSU’s dress code can be found at: www.ohsu.edu/xd/education/schools/school-of-nursing/students/orientation/getting-started.cfm?WT_rank=5

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

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

Student Code of Conduct and Student Grievance

The student code of conduct and student grievance policy is currently under review for the 2012-2013 academic year. Please see www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/academic_policies.cfm for current policy and procedure.
Student activities vary by campus, and all students are encouraged to get involved at the institution, state and national level. The School of Nursing provides support to help its students attend local and national conferences and has a number of student leaders that are active at many levels. General invitations are extended to all students to attend special lectures and meetings at OHSU. Notices of these events are posted on bulletin boards, via e-mail notices and School of Nursing social media sites.

On the Marquam Hill (Portland) Campus:
The OHSU Student Center organizes and facilitates a number of student activities including the all-hill ski trip, the annual Halloween party and the intramural/intercollegiate sports programs. Students can find out more about OHSU university-wide activities, organizations and services (i.e., Office of Student Access Handbook, Commencement Guide, Student Groups, Quarterly Events, Guide for Alcohol and Drug Problems and International Student Handbooks) at the following link: [www.ohsu.edu/xd/education/student-services/student-center/index.cfm](http://www.ohsu.edu/xd/education/student-services/student-center/index.cfm). There is a broad range of OHSU and School of Nursing committees that provide opportunities for student leadership and representation.

In addition, students are encouraged to participate in student-related committee(s) and serve in OHSU-level student government. These opportunities include:

- Student Health Advisory Committee: one junior baccalaureate student, one senior baccalaureate student and one graduate student representative.
- Incidental Fee Committee: one student representative from the Portland Campus undergraduate or graduate programs.
- OHSU Student Council (Portland Campus): at least two representatives from each year of the undergraduate and graduate programs.

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

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

School of Nursing Groups
Students are encouraged to participate on faculty committees to bring the student perspective to institutional decisions. Student roles are identified as part of the Undergraduate Council, Graduate Council and the Grievance and Student Conduct Committee.
Student Organizations

National Student Nurses Association (NSNA)
www.nsna.org

The National Student Nurses Association is a preprofessional organization with nationwide membership of other nursing students in various nursing programs. Members may take advantage of the many programs, services, product discounts and leadership opportunities that NSNA offers. Participating campuses assess an NSNA fee each term from undergraduate students that covers the cost of membership. Academic program staff assists students in completing the NSNA application form and a faculty adviser is assigned to help coordinate events. Students should contact the Student Nurses Association leaders at their campus for more information about this organization.

Oregon Student Nurses Association (OSNA)
www.oregonsna.org

The OSNA is the Oregon state chapter of the NSNA. All OHSU Student Nurses Association campus groups are recognized by OSNA and maintain ties with other Oregon nursing schools and the Oregon Nurses Association through the OSNA. The primary function of this campus chapter is to organize workshops, forums and seminars on nursing issues. It links students with professionals and practitioners of nursing. OSNA members gain access to nursing in a way that the teaching-learning academic model doesn’t offer. Students should contact the Student Nurses Association leaders at their campus for more information about this organization.

OHSU School of Nursing Student Nurses Association

Each School of Nursing campus has an organized undergraduate student body government. The student government on each campus elects its own governing body called the School of Nursing Student Senate. Each School of Nursing Student Senate appoints student members to university, school and faculty committees, organizes nursing student body activities and represents student opinion to the faculty, administration and public. The elected student officials are the key people responsible for maintaining communication between the School of Nursing and the student body, and for forwarding concerns of the student constituency to the appropriate School of Nursing faculty, staff or administrator for resolution. Student government groups maintain a budget to support their School of Nursing government activity. In addition, each governing unit has an affiliation with the host campus student government, participates in the host campus activities and has access to the student activity fee funds of the host campus.

OHSU Global Health Center Student Group

www.ohsu.edu/xd/education/continuing-education/global-health-center/index.cfm?WT_rank=1

To reduce international health disparities, this group promotes global health awareness, education and advocacy at OHSU. It facilitates opportunities for students to visit other countries to learn about health care in diverse cultures and settings. Finally, it uses global health awareness to serve the health care needs of local communities. The Global Health Center is an interdisciplinary project-based group of students.
representing the Schools of Dentistry, Medicine, Nursing and Pharmacy who promote greater equity in health globally and locally through education and advocacy.

Oregon Chapter of Men in Nursing
The Oregon Chapter of Men in Nursing began with the ambitions of an OHSU nursing student and the former dean of the School. Through a statewide effort, an Oregon chapter was established and was recognized as an official chapter of the American Assembly for Men in Nursing at its annual conference held October 24-26, 2012. The purpose of the organization is to create opportunities for camaraderie, mentoring and to promote men's health. The group also hopes to encourage more men to go into nursing and acts as a support group for men in nursing and the unique challenges they face.

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

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

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

- Provide a unified voice for OHSU School of Nursing graduate students.
- Promote professional development, networking and social interaction among graduate students.
- Develop programs that assist in the transition into and out of graduate school.

The senate consists of three officers, program representatives from each OHSU School of Nursing graduate programs, at-large graduate student representatives, and graduate student representatives for the Student Health Advisory Council, OHSU Student Council, Curriculum Committees and Grievance and Student Conduct Committee. Elections are held in the spring and fall. All graduate students in the OHSU School of Nursing are members and are encouraged to attend monthly meetings. This organization is funded through student incidental fees. Questions about the Graduate Nursing Senate can be submitted to SNGNS@OHSU.edu or visit www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/graduate-nursing-senate.cfm.

OHSU School of Nursing Alumni Association
www.ohsu.edu/son/alumni/
The OHSU Office of Alumni Relations serves School of Nursing alumni by maintaining class records and promoting gatherings and communications among its alumni. For more information, contact the Alumni Association at 503 494-0989 or nursalum@ohsu.edu

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

Other Nursing Related Clubs Include:
- Nursing Students Without Borders
- Nursing Students for Reproductive Health and Justice
- Queers and Allies in Health Care

Starting New Clubs
Nursing students are encouraged to actively engage in clubs and activities. If you are interested in learning more about existing clubs on campus or are interested in starting a new club or activity, please contact the Student Affairs Office at 503 494-7725 or at snaffrs@ohsu.edu.
## Undergraduate/Graduate Calendar

### Summer Term 2012
- Registration begins: 5/14
- Last day to register without late fee: 5/25
- Classes begin: 6/25
- Last day to add/drop classes without a “W”: 7/2
- Independence holiday: 7/4
- Last day to withdraw with full refund: 7/6
- Last day to withdraw with 50 percent refund: 7/20
- Last day to drop classes with a “W”: Classes dropped after this date will receive a “WU” or “WS”: 7/27
- Labor day holiday: 9/3
- Summer term ends: 9/7
- Graduation: n/a

### Fall Term 2012
- Registration begins: 8/13
- Last day to register without late fee: 8/24
- Classes begin: 9/24
- Last day to add/drop classes without a “W”: 10/1
- Last day to withdraw with full refund: 10/5
- Last day to withdraw with 50 percent refund: 10/19
- Last day to drop classes with a “W”: Classes dropped after this date will receive a “WU” or “WS”: 10/26
- Thanksgiving holiday: 11/22-11/23
- Fall term ends: 12/7
- Graduation: n/a

### Winter Term 2013
- Registration begins: 11/26
- Last day to register without late fee: 12/7
- Classes begin: 1/7
- Last day to add/drop without a “W”: 1/14
- Last day to withdraw with full refund: 1/18
- Martin Luther King holiday: 1/21
- Last day to withdraw with 50 percent refund: 2/1
- Last day to drop classes with a “W”: Classes dropped after this date will receive a “WU” or “WS”: 2/8
- Presidents Day holiday: 2/18
- Winter term ends: 3/22
- Graduation: n/a

### Spring Term 2013
- Registration begins: 2/19
- Last day to register without late fee: 3/1
- Classes begin: 4/1
- Last day to add/drop without a “W”: 4/8
- Last day to withdraw with full refund: 4/12
- Last day to withdraw with 50 percent refund: 4/26
- Last day to drop classes with a “W”: Classes dropped after this date will receive a “WU” or “WS”: 5/3
- Memorial Day holiday: 5/27
- Spring term ends: 6/14
- Graduation Portland: n/a
Faculty

Virginia J. Adams, MSN, RN  
*Assistant Professor, Portland Campus*  
MSN, Oregon Health & Science University, 1989;  
BSN, California State University, Fresno, 1974.

Trisha Alexander, BSN, RNC-MNN  
*Lecturer, La Grande Campus*  
BSN, Oregon Health & Science University, 1998.

Sherry Archer, MSN, RN  
*Instructor, Portland Campus*  
MSN, University of Portland, 1981;  
BSN, University of Kansas, 1976.

Douglas E Arditti, MSN, FNP, CRNA  
*Instructor, Portland Campus*  
MSN, Kaiser Permanente School of Anesthesia, 2002;  
MSN, University of Washington, 1987;  
BSN, Nell Hodgson Woodruff School of Nursing, 1981;  
BS, Michigan State University, 1978.

Pamela T Avila, MSN, RN, PNP  
*Instructor, Portland Campus*  
MSN, Yale School of Nursing, 1988; BA, Reed College, 1979.

Judith G Baggs, PhD, RN, FAAN  
*Distinguished Professor, Portland Campus*  
PhD, University of Rochester School of Nursing, NY, 1990;  
MS, University of Rochester School of Nursing, NY, 1984;  
BS, Alfred University, NY, 1981, AS, Northern Essex Community College, 1975;  
BA, Reed College, OR, 1964.

Diane S Bauer, MS, RN, CNS  
*Instructor, Portland Campus*  
MS, Oregon Health & Science University, 2001;  

Karen A Bean, MS, RN  
*Instructor, La Grande Campus*  
MS, Idaho State University, 2006;  
BS, Oregon Health & Science University, 2002.

Ann K. Beckett, PhD, RN  
*Assistant Professor, Portland Campus*  
PhD, Oregon Health & Science University, 2000;  
MS, The Catholic University of America, 1980;  

Jill A Bennett, PhD, RN, CNS  
*Professor, Portland Campus*  
PhD, University of California, 2000;  
MS, University of California, 1998;  
BSN, San Diego State University, 1996.

Nicole Bennett, MN, PMHNP-BC  
*Instructor, Portland Campus*  
MSN, Oregon Health & Science University, 2009;  
BA, University of California, 1993.

Rob M Bennett, MD  
*Professor, Portland Campus*  
MD, University of London, 1978;  
MS, University of London, 1964.
Maryanne Bletscher, MSN, RN  
Instructor, Portland Campus  
MSN, Oregon Health & Science University, 1987;  
BSN, Oregon Health & Science University, 1986.

Molly I. Boham, BSN  
Lecturer, Klamath Falls Campus  
BSN, Regis University, 1998.

Belinda E Brooks, BSN, RN  
Lecturer, Portland Campus  
BSN, Oregon Health & Science University, 2008;  

Linda M Brown, MS, RN, PNP  
Assistant Professor, Portland Campus  
MS, Oregon Health & Science University, 1987;  

Juliana Cartwright, PhD, RN  
Associate Professor, Ashland Campus  
PhD, Oregon Health & Science University, 1993;  Ê, University of California, LA, 1980;  
BSN, San Diego State University, 1972.

Mary L Cato, MSN, CPNP  
Assistant Professor, Portland Campus  
MSN, Marquette University, 1990;  
BSN, University of Wisconsin, 1977.

Carol A. Christlieb, MSN, RN  
Associate Professor, Ashland Campus  
MSN, University of Nebraska, 1983;  
BS, University of Oregon, 1976.

Jill Cohen, MSN, RN  
Instructor, Monmouth Campus  
MSN, University of Phoenix Online, 2011;  
BSN, Laurentian University, 1997.

Sheryl Combs, MSN, RN, APRN-BC  
Instructor, Monmouth Campus  
MSN, Yale University School of Nursing, 2004; Diploma in Nursing, Saint Elizabeth's Hospital School of Nursing, 1997;  

Kathleen Cook, MS, RN, CNRA  
Assistant Professor, Portland Campus  
MS, Wayne State University, 1987;  
BSN, University of Michigan, 1975.

Teri Copley, MSN, RN  
Instructor, Ashland Campus  
MSN, California State University, 1992;  
BSN, University of Southern California, 1986.

Kristen Crusoe, EdD, RN  
Assistant Professor, Portland Campus  
EdD, Oregon State University, 2001;  
MSN, Oregon Health & Science University, 1992;  
BA, Florida State University, 1972.

Rick D. Daniels, PhD, RN  
Associate Professor, Ashland Campus  
PhD, University of Texas, Austin, 1994;  
MSN, University of San Diego, 1981;  
BSN, University of Oregon School of Nursing, 1976.

Ruth DeBoard, PhD, RN, FNP-C  
Assistant Professor, Portland Campus  
PhD, University of Arizona, 2010;  
MSN, Northern Arizona University, 2000;  
BSN, Northern Arizona University, 1997.

Donna Dial, BSN, RN  
Lecturer, Ashland Campus  
BSN, Virginia Commonwealth University, 1976.

Nathan Dieckmann, PhD  
Assistant Professor, Portland Campus  
PhD, University of Oregon, 2007;  
MS, University of Oregon, 2004;  
BA, San Francisco State University, 2001.

Katrina Dielman, MNE, RN  
Instructor, La Grande Campus  
MNE, University of Wyoming, 2012;  
BSN, Oregon Health Sciences University, 1983.

Angela Docherty, DNP, RN  
Assistant Professor, Monmouth Campus  
DNP, University of Stirling, 2010;  
MPH, University of Glasgow, 2001;  
BA, University of the West of Scotland, 1994.

Darryl DuVall, MS, CRNA  
Instructor, Portland Campus  
MS, Columbia University 1998;  
BSN, Rush University, 1994.

Ginny C Elder, MN, RN, FNP  
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MS, Oregon Health & Science University, 1993;  
BS, Oregon Health & Science University, 1985;  

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Assistant Professor, Portland Campus  
PhD, University of Colorado, 2007;  
MSN, University of Colorado, 1998;  
BSN, University of Phoenix, 1995;  
Diploma, Lutheran Hospital School for Nurses, 1980.
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MSN, Oregon Health & Science University, 2007; ADN, Santa Fe Community College, 1996; BA, University of California, 1988.

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Instructor, Portland Campus
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MSN, Idaho State University, 2001; BSN, Boise State University, 1998.

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DMIN, University of Creation Spirituality/Wisdom University, 2006; MSN, Case Western Reserve University, 1986; BSN, University of Akron, College of Nursing, 1976.

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Anne Heenan, DNP-PHN, FNP-C  
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MSN, University of New Mexico, 2000;  
BSN, Linfield College, 1996;  
BS, Portland State University, 1991.

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BS, University of Washington, 1974.

Carol L. Howe, DNsC, CNM, FACNM  
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DNsC, University of California San Francisco, 1981;  
MSN, Yale University, 1974;  
BSN, Texas Woman’s University, 1971.

Barbara Hunter, MSN, RN  
*Instructor, Klamath Falls Campus*  
MSN, Walden University, 2008;  
BSN, Walden University, 2007;  

Nancy Hutchinson, MSN, RN  
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MSN, Oregon Health & Science University, 2010;  
BSN, Oregon Health & Science University, 1996;  
BS, Portland State University, 1990;  

Lucy B Jackson, MSN, RN, PNP/CNS, FPNP  
*Instructor, Ashland Campus*  
MS, University of California, San Francisco, 1980;  
BS, St. Louis University, 1974.

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*Instructor, Portland Campus*  
MPH, Oregon State University, 1997;  
BS, Oregon Health & Science University, 1991;  
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BS, University of California, 1982.

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BSN, University of Tennessee, 1986.

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MS, Oregon Health & Science University, 1999;  

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