School of Nursing

Catalog and Student Handbook
2006-2007

A Passion for Nursing
www.ohsu.edu/son
The Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and has had its accreditation re-affirmed until 2015. For more information, contact: NWCCU, 8060 165th Ave NE Suite 100, Redmond, WA 98052, (425) 558-4224 or http://www.nwccu.org/

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

The Nurse-Midwifery Program is accredited through 2011 by the Division of Accreditation, American College of Nurse-Midwives (ACNM), 818 Connecticut Avenue NW, Suite 900, Washington DC, 20006, (301) 459-1321, or visit the ACNM Web site at http://www.acnm.org.

The Certified Registered Nurse Anesthetist (CRNA) program is accreditation by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, Illinois, 60068-4001, (847) 692-7050 or visit the AANA Web site at http://www.aana.com.

The Oregon Master of Public Health (OMPH) Program has been accredited by the Council on Education for Public Health (CEPH) since 1996. 800 Eye Street, NW, Suite 202, Washington, DC 20001-3710 Phone: (202) 789-1050 Fax: (202) 789-1895 or visit the CEPH website at http://www.ceph.org

The on-campus doctoral program is authorized by the Oregon University System (OUS) Chancellor’s Office, P. O. Box 751, Portland, OR, 97207-0751, 503- 725-5700, or http://www.ous.edu. Additionally, 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, Washington, 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 authorization is valid until July 11, 2007 and authorized Oregon Health & Science University to offer the following degree: Doctor of Philosophy in Nursing. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at PO Box 43430, Olympia, WA 98504-3430.

LIABILITY AND INSURANCE

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

## ABOUT OHSU
- Welcome to the University ................................................................. 6
- OHSU Mission Statement ................................................................. 7
- OHSU ............................................................................................................... 7
  - Schools ............................................................................................ 7
  - Health and Hospital Facilities ................................................... 7
  - Interdisciplinary Centers ........................................................... 7
  - Research Centers/Institutes ......................................................... 8
  - Healing ............................................................................................ 8
  - Teaching ........................................................................................ 9
  - Discovery ........................................................................................ 10
  - A Record of Community Service .............................................. 10
  - Who Pays for OHSU? ................................................................. 11
  - Campuses and Buildings ........................................................... 12
- Message from the School of Nursing Dean ..................................... 13
- School of Nursing ............................................................................... 14
  - Administration .............................................................................. 14
  - School of Nursing Profile .......................................................... 15

## STUDENT RIGHTS, RESPONSIBILITIES & CODES
- National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities ................................................. 19
- American Nurses Association (ANA) Code for Nurses .......................................................... 20
- Dress Code & Body Piercing .................................................................. 21
- Honor Code (SON Policy#50-02.01) .................................................. 21
  - Cheating & Plagiarism .................................................................... 22
  - Implementing Procedures for Informal Resolution of Misconduct ......................................................... 23
- OHSU School of Nursing (SON) Code of Student Conduct and Responsibility ............................. 24
- Incoming Compliance (SON policy 20.01-15) ...................................... 24
  - School of Nursing Requirements .................................................. 27
  - OHSU Requirements ................................................................. 28
- Body Fluid Splashes and other Accidents/Incidents during Clinical Placement or Practicum .......................................................... 28
  - Immunization, OHSU Student Health Fee, & OHSU Student Health Insurance Requirements by Program and/or Campus ......................................................... 29
STUDENT ACTIVITIES, ORGANIZATIONS & SERVICES

Activities........................................................................................................................................30
OHSU Committee Representatives ............................................................................................30
School of Nursing ....................................................................................................................30
Organizations..............................................................................................................................30
Oregon Student Nurses Association ............................................................................................30
National Student Nurses Association ..........................................................................................31
School of Nursing Student Government ..................................................................................31
Graduate Nursing Senate .........................................................................................................31
Sigma Theta TauSigma Theta Tau................................................................................................31
OHSU School of Nursing Alumni Association ...........................................................................32
Services........................................................................................................................................32
OHSU Office of Diversity and Multicultural Affairs ....................................................................32
Health Services ..........................................................................................................................33

FINANCES

2006 – 2007 Tuition and Fees .....................................................................................................34
Residency ....................................................................................................................................34
Student Expenses ......................................................................................................................34
Financial Assistance & Scholarships ..........................................................................................35
Federal Programs .......................................................................................................................35
State Programs ..........................................................................................................................35
Institutional Programs ..............................................................................................................35
School of Nursing Scholarships ...............................................................................................36

SCHOLASTIC REGULATIONS

Academic Calendar ......................................................................................................................37
Graduate and Graduate Entry Programs .....................................................................................37
Undergraduate Programs ..........................................................................................................38
Academic Advising .....................................................................................................................40
Academic Records .....................................................................................................................40
Academic Standing .....................................................................................................................40
Good Standing ..........................................................................................................................40
Probation .....................................................................................................................................40
Dismissal .......................................................................................................................................41
Appeal .........................................................................................................................................41
Procedures and Program Specifics .............................................................................................41
Application for Degree ...............................................................................................................42
Awards and Recognition Ceremonies ..........................................................................................42
English as a Second Language (ESL) ..........................................................................................43
Contingent Admission for RN/BS Program ...............................................................................43
Catalog Rights ............................................................................................................................43
Continuous Enrollment ..............................................................................................................44
CAMPUS MAPS & OTHER INFORMATION

Ashland Campus ................................................................. 125
Klamath Falls Campus ....................................................... 126
La Grande Campus ............................................................ 127
Portland Campus ............................................................... 128

Good Numbers to Know .................................................... 129
Ashland Campus ............................................................... 129
Klamath Falls Campus ....................................................... 129
La Grande Campus ............................................................ 129
Portland Campus ............................................................... 129
Welcome to the University

Welcome to Oregon Health & Science University, one of the most vibrant academic health centers in the United States. You have arrived at a very exciting time in the history of OHSU.

We are in the midst of unprecedented facilities growth and programmatic expansion. We are expanding to meet additional demands for the services we provide and in the process modernizing our physical space in ways that allow our people to come together and collaborate. Indeed, I think you will find it is the people – teachers, students, research scientists and health care professionals – that make OHSU what it is.

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

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

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

Once again, welcome to OHSU.

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

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

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

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

OHSU

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

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

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

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

Health and Hospital Facilities
- Casey Eye Institute
- Child Development and Rehabilitation Center
- Doernbecher Children’s Hospital
- OHSU Dental Clinics
- OHSU Medical Clinics
- OHSU Nursing Clinics
- OHSU Hospital

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

Research Centers/Institutes

Discovery takes place across the university in clinical, academic and research settings. Below is a sampling of OHSU’s many institutes and centers.

• Advanced Imaging Research Center
• Area Health Education Centers
• Austin Dental Clinical Research Center
• Casey Eye Institute
• Center for Biostatistics Computing and Informatics in Biology and Medicine
• Center for Coastal and Land-Margin Research
• Center for Ethics in Health Care
• Center for Family Care in Oregon
• Center for Health Disparities Research
• Center for Healthy Aging
• Center for Human-Computer Communication
• Center for Research on Occupational and Environmental Toxicology
• Center for Research on Symptom Management in Life-Threatening Illness
• Center for Spoken Language Understanding
• Center for the Study of Weight Regulation and Associated Disorders
• Dotter Interventional Institute
• General Clinical Research Center
• John A. Hartford Foundation Center of Geriatric Nursing Excellence
• Heart Research Center
• Neurological Sciences Institute
• OHSU Cancer Institute
• Oregon Health Policy Institute
• Oregon Institute on Disability and Development
• Oregon Rural Practice-Based Research Network
• Oregon National Primate Research Center
• Portland Alcohol Research Center
• Stem Cell Research Center
• Vaccine and Gene Therapy Institute
• Vollum Institute for Advanced Biomedical Research
• Women’s Health Center

Healing

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

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

In addition to providing high-quality health care to more than 175,000 patients each year, OHSU’s hospitals and clinics are the state’s main resource for the clinical training of tomorrow’s health professionals. OHSU also is nationally recognized for its clinical researchers who study disease processes and barriers to improve health, and who take the latest knowledge from the laboratory to the bedside and exam room.

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

Patient Demographics – 89 percent From Oregon

• Nearly 35 percent of hospital patients come
from outside the Portland tri-county metropolitan area.
- Patients come from as far away as Alaska and New York.
- Nearly 40 percent of hospital patients are low-income (Medicaid or uninsured).

**Patient Satisfaction - Consumers Say OHSU is Tops**

For the third year in a row the National Research Corporation awarded OHSU Hospital the sole Consumer Choice Award for the Portland metro area. The 2005/2006 award measures consumer awareness and preference.

Consumers in the Portland area rated OHSU Hospital first in all four categories the NRC uses to determine its annual award recipients: best overall quality, best image/reputation, best doctors and best nurses.

**Teaching**

*Educating the next generation of health and science professionals*

OHSU’s schools educate the next generation of health professionals and scientists around the state. In 2004 OHSU taught nearly 2,600 students; nearly 1,000 interns, residents, postdoctoral fellows and clinical trainees; and nearly 18,000 continuing education participants.

The common theme of the university’s educational programs is to be responsive. OHSU’s social contract to meet the needs of Oregon citizens affects the university’s educational mission in two ways.

First, it means that an OHSU education attempts to instill a sense of altruism and to create clinicians who will care for the needy and vulnerable, as well as for those of greater means.

Second, OHSU is vitally concerned with training professionals whose abilities correspond to the needs of the state, and who will choose to work where they are needed.

The university delivers on this commitment by assessing health care needs in every region of the state, and then developing curricula and policies that meet those needs by improving the distribution of health care professionals throughout the state.

While OHSU’s primary education units are the Schools of Dentistry, Medicine, Nursing, and Science and Engineering, its training extends beyond Portland to every corner of the state. Classrooms take many forms - the traditional schoolroom, a patient’s bedside, a primary care clinic, a practitioner’s office in rural Oregon or in the inner city, a stretch of Oregon coast, a biomedical research laboratory, a community college classroom via the Internet, a shelter for the poor, or a home for the elderly.

The university’s patient care services provide a rich environment for clinical experiences for students, residents and fellows. Students who will become the physicians and nurses of tomorrow work side-by-side with experienced clinicians. Future biomedical researchers expand their classroom knowledge working with scientists throughout the campus.

Regardless of the setting, OHSU challenges its students to strive for excellence as well as compassion and to stretch beyond the limits of current knowledge.

**Performance Measures**

- For the past 10 years School of Dentistry graduates have had a 98 percent first-time pass rate on the Western Regional Examining Board exam. The average passing rate is 87 percent.
- The School of Medicine is ranked second in the nation among American medical schools for its primary care education program, as reported in *U.S. News & World Report*.
- The School of Nursing master’s programs are ranked in the top 2 percent for excellence and quality among more than 350 such programs in the nation as reported in *U.S. News & World Report*.
- OHSU OGI School of Science & Engineering formally launched Oregon’s only
graduate degree programs in biomedical engineering in September 2003. The mean GPA of entering students is 3.7.

**Discovery**

**The value of research**

A strong and thriving research program can be measured by a faculty’s ability to acquire competitive grants from such federal agencies as the National Science Foundation and the National Institutes of Health. At OHSU, grant dollars have nearly quadrupled in the past decade. Awards topped $273 million during fiscal year 2005. That money supports 3,277 projects, which include both basic and applied science. Scholars in health sciences, engineering, information technology and the environment are contributing new knowledge on everything from the genetics of health and illness to ethical questions raised by modern technology.

OHSU research groups now maintain multimillion-dollar, multi-year training and research grants in many diverse areas. Among these projects are both basic and clinical protocols that address a wide array of human health issues.

- OHSU’s research creates new knowledge about prevention, detection and treatment of disease. It has the potential to unlock the mysteries of health and illnesses, and to spark new therapies to treat and prevent disease and disability.
- It adds to the understanding of both positive and negative effects of treatments and interventions.
- It teaches the appropriate use of technology.
- It allows researchers and faculty to offer innovative thinking at the bedside and in the classroom.
- It helps save lives.

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

**Grants/Awards - More Than $273 Million Annually**

- Competitive funding awards have more than tripled during the last decade — from $85 million in 1995 to more than $273 million in 2005.
- More than 85 percent of OHSU’s award dollars come from out-of-state sources. In fiscal 2005, that amount topped $257 million, nearly $230 million of which came from federal agencies such as the National Institutes of Health and the National Science Foundation.
- Since 1990, OHSU’s research funding has increased by six fold.

**A Record of Community Service**

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

**Care For the Needy - Twice the State’s Average**

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

**Community Service - 200 Programs/Activities**

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

- Increased the number of primary care providers offering care to vulnerable populations as well as to residents of less-populated communities.
- Focused on strengthening the diversity of the state’s health care workforce.
- Encouraged and enabled students and
practitioners to advance their education while remaining close to where they live.

- Provided support and expertise to health care providers, researchers and students throughout Oregon.
- Improved access to health care services and information to metropolitan neighborhoods, the inner city and rural communities.

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

- The Oregon Poison Center receives nearly 72,000 calls annually, including calls from all counties in the state.
- The Physician Consult Service receives nearly 31,000 calls a year.
- The statewide Area Health Education Centers program is a partnership between OHSU and Oregon communities that serves residents statewide. AHEC strives to improve the education, training and distribution of health care professionals throughout Oregon.
- OHSU’s Office of Rural Health works directly with Oregon’s rural communities to strengthen their health care systems. The office also has been designated by the federal government to carry out a new program designed to help assure the financial viability of small, rural hospitals.
- OHSU’s Child Development and Rehabilitation Center is a statewide resource for Oregonians with disabilities and special health needs and their families. Through its many outreach programs and emphasis on interdisciplinary care, CDRC serves all 36 Oregon counties.
- Doernbecher Children’s Hospital provides numerous pediatric subspecialty traveling clinics throughout the state. These clinics provide university-quality medical care without requiring patients to leave their own communities.

Who Pays for OHSU?

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

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

State Support

A significant change to the revenue picture has been a constant decline in state appropriations to help support the institution. Just two decades ago state support made up more than a third of the university’s budget. Today state support for OHSU services makes up less than 4 percent of OHSU’s annual operating budget. These funds are used primarily to augment the educational programs in the schools and hospitals. The scientific and patient care enterprises of the university are supported primarily by grants, contracts, gifts and service revenues.

Grants, Contracts, Construction Funding and Gifts

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

Bond Revenues

Bond revenues are raised to support designated projects. Investors who purchase the bonds help pay for such projects as the construction of new buildings, such as the Patient Care Facility and the Biomedical Research Building, purchase of new equipment, and renovation of clinical and research facilities.

Patient Revenues

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

Reserve Fund

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

Campuses and Buildings

OHSU’s Marquam Hill Campus sits on more than 100 acres overlooking downtown Portland. It occupies more than 30 major buildings on the hill, and dozens of offices, clinics, education and research facilities throughout the state.

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

In total, OHSU occupies more than five million square feet of space throughout Oregon, and will be adding close to one million more during the next couple of years, both on Portland’s Marquam Hill and in Portland’s South Waterfront District. An additional 20 acres of prime riverfront property was deeded to OHSU by the Schnitzer Investment Corp. in 2004. This gift positions OHSU to build an educational campus just north of the emerging South Waterfront District complex in the future.
Message from the School of Nursing Dean

Dear Students and Friends:

Thank you for your interest in Oregon Health & Science University School of Nursing.

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

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

The faculty recognizes the interrelatedness of science, art and human interaction in the process of care, and has incorporated these aspects into our curricula.

We are committed to your holistic professional development.

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

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

Administration

Saundra L Theis, Ph.D., R.N., Interim Dean & Professor, Ph.D., Education, Northwestern University, 1988; M.S., Nursing, University of Colorado, 1963; B.S., Nursing, Ohio State University, 1961


Judith Gedney Baggs, Ph.D., R.N., F.A.A.N., Professor and Senior Associate Dean for Academic and Student Affairs; Ph.D., Nursing, University of Rochester School of Nursing, NY, 1990; M.S., Nursing, University of Rochester School of Nursing, 1984; B.S. Nursing, Alfred University, 1981; B.A., English Literature, Reed College, 1964.

Claudia Burnett, M.B.A., Assistant Dean; M.B.A., Administration, Cornell University; B.A., Economics and Latin American Studies, Smith College.

Rosalie A. Caffrey, PhD, RN; Professor and Interim Associate Dean, Southern Region Campuses; PhD, Anthropology, University of Oregon, 1991; MS, Anthropology, University of Oregon, 1985; MEd, University of Minnesota, 1965; BS, Nursing, St. Olaf College, 1960.

Marna K. Flaherty-Robb, M.S., R.N., Assistant Professor and Associate Dean for Practice Development and Integration; M.S., Nursing, State University of New York at Buffalo, 1977; B.S., Nursing, Niagara University, 1968


Gail Houck, Ph.D., R.N., Professor and Director of Academic Graduate and Interdisciplinary Programs; Ph.D., Nursing Science, University of Washington, 1987; M.N., Nursing, Oregon Health & Science University, 1977; B.S., Nursing, University of Washington, 1974

Carol Howe, D.N.Sc., C.N.M., F.A.C.N.M., Professor and Interim Director of Advanced Practice Nursing; D.N.Sc., Nursing, University of California S.F., 1980; M.S., Nursing, Yale University, 1974; B.S., Nursing, Texas Woman’s University, 1971

Jenny James, M.S., Associate Dean and Chief Nursing Officer for OHSU Health System; M.S., Health Care Management, Southwest Texas State University, 1976; B.S.N., Nursing, University of Alabama, 1969

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

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

Sheila Kodadek, Ph.D., R.N., Professor and Director of Undergraduate Programs; Ph.D., Nursing Sciences, University of Illinois,
ABOUT OHSU

Chicago, 1985; M.S., Nursing, University of Colorado, Boulder, 1972; B.S., Nursing, College of Saint Teresa, 1969

Barbara C. Peschiera, M. S.; Director of Development, M.S., Journalism, Medill School of Journalism at Northwestern University, 1984; B.A., Religion, Reed College, 1982

Hope Red, B.A., Director of Communications; B.A., Liberal Studies, Biola University, 1996

School of Nursing Profile

Mission, Mission, and Values

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

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

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

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

The school’s faculty includes nationally and internationally renowned scholars, educators, and clinicians dedicated to excellence in the pursuit of knowledge and discovery, the holistic and compassionate care of individuals and communities, and the professional development of each member of the school within a nurturing environment. Baccalaureate and master degree programs focus on the development of critical thinking and judgment, understanding of health systems and economics, and interdisciplinary care, public health and communications in a variety of health care settings. Master 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 four campuses of OHSU School of Nursing 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 currently ranks in the top 15 nursing schools funded by the National Institutes of Health. Specific areas of research emphasis include: aging and elder care, symptom management, healthy families, domestic violence, rural health, and health disparities. The combined efforts at the four campuses contribute to education, practice, research, and technology that enable students and faculty to provide advanced education and health care services throughout Oregon.

Tradition: The History of the School

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

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

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

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

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

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

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

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

The 1990s offered many opportunities for innovation and change. To assist with the education of independent practitioners in several specialties including mental health, community health, adult care, pediatrics, gerontological nursing, women’s health care, nurse midwifery and family nursing, post-
master certificate options were developed which allow students with a master 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 at both the graduate and undergraduate levels located at four campuses across the state—Ashland, Klamath Falls, La Grande, and Portland.

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

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 that best way to meet these two goals was through the development of a competency-based nursing education system; hence, the Oregon Consortium for Nursing Education (OCNE) was established as a partnership among community colleges, and public and private university schools of nursing, including OHSU.

The key features of OCNE include: A shared, competency-based integrated curriculum culminating in a bachelor’s degree; improved access to bachelor degree education; redesigned clinical experiences and inter-institutional collaboration; shared faculty expertise across OCNE campuses; and development and use of state-of-the-art clinical simulation to augment on-site clinical training, making use of shared instructional materials. OCNE admitted its first cohort of students in Fall 2006.

The School’s Four Campuses

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

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

The OHSU School of Nursing in La Grande is located on Eastern Oregon University (EOU) – the only 4-year college in eastern Oregon. La Grande is 260 miles east of Portland and 174 miles northwest of Boise, Idaho. The mountains of northeastern Oregon are a haven for outdoors enthusiasts, with opportunities for skiing, backpacking, camping, climbing, and photography, hunting, and fishing. EOU celebrated its 75th Anniversary during the 2004-2005 academic year, ranked by Consumers Digest as number two in the nation as a “Best Value for Public Colleges and Universities.” Located in a remarkable mountain setting, OHSU-La Grande offers exceptional faculty, personal attention, and attractive facilities in La Grande, Oregon. Students engage in undergraduate research, internships and cooperative opportunities, international experiences, and community service, preparing them for success in today’s global environment. OHSU-La Grande is a student-centered university, measuring its success by their achievements. OHSU La Grande has two nurse practitioner run rural health primary care clinics in the in the towns of Union and Elgin, and manages Student Health Services at EOU.

The OHSU School of Nursing in Portland is located on the Marquam Hill campus of Oregon Health & Science University, which offers degrees in nursing, medicine, dentistry, and certificates in several allied health programs. In 2007, the OHSU-Portland School of Nursing will open its new building in the South Waterfront development. This building will house the School of Nursing’s wellness programs, called March wellness.

Portland is Oregon’s largest city, with a population of 513,000, and is the core of the Portland metropolitan area (1.9 million people) and is proud of its cultural attractions, restaurants, nightlife, and recreational opportunities. Nearby rivers and lakes invite swimming, boating, and other water sports. Mountains and ocean beaches within an hour and a half drive attract campers, hikers, cyclists, skiers, and climbers.

Additionally, the Portland campus houses the Office of Research Development and Support (ORDS), where research services are offered and are focused on pre-award grant applications to extramural funding agencies, post-award grants management, human subjects compliance, methodological design, statistical analysis and peer-review. The Portland research facilities are comprehensive, including data processing, behavioral observation room, exercise testing laboratory, bone densitometry testing, exercise room, and dedicated space for telephone and in-person interviews. The School of Nursing Office of Research Development provides an infrastructure that streamlines research support, making grant applications more seamless and efficient. Thus, the School of Nursing is a place where faculty and students can design studies to answer questions vital to solving our current health care challenges.
National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities

http://www.nsna.org/pubs/billofrights.asp

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

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student’s permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution’s acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify
those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

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

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

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

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

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

American Nurses Association (ANA) Code for Nurses

http://www.nursingworld.org/ethics/chcode.htm

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

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

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

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

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

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

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

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

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

**Dress Code & Body Piercing**

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

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

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

**Honor Code**
*(SON Policy#50-02.01)*

Please note that the honor code is under revision during the 2006-2007 academic year.

If there is a conflict between information listed here and current policy, the official School of Nursing Honor Code policy (50-02.01) or the official School of Nursing Student Code of Conduct & Responsibility (20-04.22) supersedes. A full copy of the SON Honor Code can be located on the SON Internet page under Current Students.

Students are also encouraged to refer to the OHSU Code of Conduct found at http://www.ohsu.edu/cc/codeofco.pdf

OHSU School of Nursing students are expected to conduct themselves in accordance with the high ethical standards expected of health professionals consistent with the ANA Code of Ethics. Dishonesty undermines the goals of nursing education and professional development. When left unattended, dishonesty leads to demoralization of the spirit of learning among students and faculty. Learning to make moral and ethical judgments is a developmental and educational process which continues to unfold throughout adult life.

Honesty and integrity are expected from all students from matriculation through graduation. It is the intention of the faculty and student body to create an atmosphere within the School of Nursing which fosters qualities of honesty and integrity. It is the responsibility of each student to create this atmosphere both individually and collectively. We expect nursing students to enter the program knowing what is right and what is wrong. Further we expect nursing students to move beyond thinking only of their own situation to thinking of what is right for their peers, their patients, and ultimately their nursing profession. Nursing students are expected to do what is right when it comes to matters of integrity, honesty, and ethical conduct.
All students and faculty are expected to uphold the highest standards of professional honesty and integrity. Students and faculty accept responsibility for acting in an ethical manner. Together they create an atmosphere conducive to professional integrity. Students and faculty are expected to report to the School of Nursing Conduct Officer prohibited or unethical conduct that violates the standards of professional honesty and integrity or professional codes of conduct.

Examples of proscribed behavior include but are not limited to:

- Cheating and plagiarism (see following section for more detail);
- Falsification of records or document;
- Being under the influence or using alcohol or illegal drugs while in the clinical area;
- Engaging in behavior that could potentially impair the student’s judgment during clinical (e.g., illegal drugs, alcohol, grossly impaired nutrition such as vomiting or stringent weight control methods);
- Not reporting an incident involving a patient;
- Not reporting unethical behavior or misconduct that you observe;
- Taking food, medications, patient belongings or other materials from the clinical setting;
- Reporting treatments or observations as done that were not done;
- Not questioning a medical order when you are in doubt; or
- Not respecting patient confidentiality.

The School of Nursing will handle all matters of prohibited or unethical conduct in accordance with the policies and procedures set forth in the OHSU School of Nursing Student Code of Conduct and Responsibility Policy Implementing Procedures.

Students and faculty are responsible to know the Student Code of Conduct and Responsibility Policy and the Honor Code, their rationale and definitions. Prior to matriculation, each student is required to sign an Honor Code statement affirming that they have read and understand the OHSU School of Nursing Honor Code.

**Cheating & Plagiarism**

The following are considered some actions that constitute cheating and if identified by a faculty or student you should immediately consult with your program or campus Associate Dean or Program Director:

1. Making the content of an exam available to others either prior to, during, or after the exam; this includes giving or getting the exam questions from someone who has taken it earlier, copying from someone else’s exam paper, or receiving answers from another student during the exam. (Note: if the faculty returns an exam to enhance the students’ study the above does not apply);
2. Allowing someone to copy from your exam paper or giving answers to another student during the exam;
3. Using books, notes, or other disallowed materials during a closed book exam;
4. Taking an exam for another student;
5. Copying from a reference source without proper citations;
6. Adding bibliographic references that were not used in writing the paper;
7. Turning in a paper purchased from commercial research firm;
8. Turning in an assignment that was done entirely or in part by someone else;
9. Doing a homework assignment for another student; the student who did the assignment would be cheating, and the student who turned it in with his or her name on it would be plagiarizing; or
10. Working with another student on an assignment when the instructor did not authorize it, both students would be cheating in this situation. An example: Giving care plans and term papers to another student who is following you in the clinical rotation or using another students course materials without proper citations. The student providing the material would
be cheating and the student using another’s work as one’s own would be plagiarizing.

Plagiarism is defined as taking the ideas and writings from another person or source and offering them as your own. This includes paraphrasing another’s works without providing the source or copying the work word for word without providing quotation marks and/or citing the source. From: Stoner, E. & Cerminara, K. (1993). Harnessing the “spirit of insubordination”: A model student disciplinary code. In V. Brown & K. Buttolph (Eds.) Student Disciplinary Issues: A Legal Compendium. P 3-21. Washington DC: National Association of College and University Attorneys.

Regardless of what the source is or who provides the source, it must be fully and clearly acknowledged in the author’s work. Uncommon sources from which students might plagiarize are: patient records; agency brochures; other students’ papers; class lecture notes; personal communications with faculty, preceptor or physician, hospital or agency client rounds; and student presentations. The more common sources are books and journals. Even if the student did not intend to plagiarize, if proper documentation is not provided it is considered plagiarism and will be handled as such and in accordance to the established Honor Code violation procedures.

Other examples of proscribed or unethical behavior or professional misconduct include:

- Falsification of records or documents;
- Engaging in behavior that could potentially impair the your judgment during clinical (e.g., illegal drugs, alcohol, grossly impaired nutrition such as vomiting or stringent weight control methods);
- Calling in sick for the clinical area when you were not;
- Breaking something that belonged to the patient and not reporting it;
- Not reporting an incident involving a patient;
- Taking hospital equipment (including greens) to be used at home;
- Taking medications from the hospital for personal use;
- Recording that medications, treatments, or observations were done when they were not;
- Discussing patients in public places or with non-medical personnel;
- Failing to provide information to a patient about treatments, medications or recommended health behaviors; or
- Not questioning an order when in doubt.

**Implementing Procedures for Informal Resolution of Misconduct**

If a student suspects that a student has violated the honor code:

1. The student can approach the student in question and present her/his observations as close in time to the incident as possible;
2. The student can warn her or his peer that the behavior is unacceptable and that it should stop or he or she will be reported;
3. The student can inform the student in question that the behavior was clearly seen as an infraction of the Honor Code to such an extent that there is no choice but to report it to the SON Student Conduct Coordinator, who will provide further action; or
4. As soon as possible the student can discuss an incident with the SON Student Conduct Coordinator for guidance as to the next best step. If it is decided individually by the student, or in consultation with the SON Student Conduct Coordinator that the situation warrants further investigation, the observing student will make a verbal report and submit a written Statement of Misconduct to the Dean (or designee). Submit this report as quickly as possible. The SON Student Conduct Coordinator gives a copy of the report to the Dean. The observing student’s name is on the report that is presented to the student in question.
If a student suspects that a faculty has violated the honor code:

1. The student should discuss the incident with the SON Student Conduct Coordinator who will consult with the Office of Affirmative Action to determine if there has been a violation of any of the AA/EO policies. The student may contact the AA/EO office directly (503) 494-5148 (within 21 working days if possible);
2. If there is reason to suspect that an AA/EO policy has been violated, the AA/EO office may take over and conduct an investigation;
3. If there is no AA/EO policy violation implicated, the SON Student Conduct Coordinator in consultation with administration will conduct an investigation and follow procedures developed by administration to handle faculty misconduct.

The SON Student Conduct Coordinator will make every effort to meet with the alleged violator within one week of his or her receiving the report to bring about an informal resolution of the matter. If the case is not dismissed and no informal resolution is forth coming, the alleged violator will be referred for a Misconduct hearing and will be informed of his or her rights during this process. He or she will again be encouraged to seek advising from his or her advisor and/or the SON Student Conduct Coordinator. The report must also be sent to all faculty who are directly involved with the incident.

The provisions of these rules apply to all students and University-sponsored or recognized student organizations and activities on University owned or controlled property or any other location. In addition to these rules, students must comply with the OHSU Code of Conduct.

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

Prohibited conduct by School of Nursing and by OHSU includes:

1. Violation of the SON Honor Code;
2. Violation of professional standards as described in the SON Student Handbook;
3. Violation of confidential, privacy, or security standards as discussed in the Health Insurance Portability and Accountability Act (HIPAA);
4. All forms of academic dishonesty, cheating, and fraud, including but not limited to: a) plagiarism, b) the buying and selling of course assignment and research papers, c) performing academic assignments (including tests and examinations) for other persons, d) unauthorized disclosure and receipt of academic information, and e) falsification of research data;
5. Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one’s own behavior related to education or professional matters;

OHSU School of Nursing (SON) Code of Student Conduct and Responsibility

Students should familiarize themselves with the OHSU Code of Conduct http://www.ohsu.edu/cc/codeofco.pdf
6. Falsification or misuse of University records, permits, or documents;
7. Violating existing SON or University policies or regulations;
8. Exhibiting behavior disruptive to the learning process or to the academic or community environment;
9. Conviction of a crime before becoming a student without disclosure during criminal background check process at admission under circumstances bearing on the suitability of a student to practice a health or related profession; conviction of a crime while a student; or disregard for the ethical standards appropriate to the practice of a health or related profession while a student or before becoming a student;
10. Current habitual or excessive use of intoxicants or the illegal use of drugs;
11. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other institutional activities including the University’s public service functions or other authorized activities on institutionally owned or controlled property;
12. Obstruction or disruption interfering with freedom of movement, either pedestrian or vehicular, on institutionally owned or controlled property;
13. Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons or instrumentalities on institutionally owned or controlled property in contravention of law or University policies;
14. Detention or physical abuse of any person or conduct intended to threaten imminent bodily harm or endanger the health of any person on any institutionally owned or controlled property;
15. Malicious damage, misuse or theft of institutional property or the property of any other person where such property is located on institutionally owned or controlled property, or, regardless of location, is in the care, custody, or control of the University;
16. Refusal by any person while on institutional property to comply with an order of the President or appropriate authorized official to leave such premises because of conduct proscribed by this policy when such conduct constitutes a danger to personal safety, property, or educational or other appropriate institutional activities on such premises;
17. Unauthorized entry to or use of institutional facilities, including buildings and grounds;
18. Illegal use, possession, or distribution of drugs on institutionally owned or controlled property; and
19. Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting means that advocacy of proscribed conduct, which calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the University, including the safety of persons and the protection of its property.

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

1. **Restitution:** In cases involving damaged, stolen, or misappropriated property, a student may be required to reimburse by dollar amount, by transfer of property, or by the provision of services to the University or a member of the University community in accordance with the nature of the violation and in an amount not to exceed the actual expenses, damages, or losses incurred.

2. **Community Service:** A student may be required to render a designated number of hours of specified service to the University or the community.

3. **Reprimand:** A student may receive written notice that the conduct in which the student(s) engaged is inconsistent with the Code. Such notice will indicate that future violations of the Code may result in the imposition of more serious sanctions.

4. **Disciplinary Probation:** A student may be placed on probation during which there is observation and review of behavior and the
student must demonstrate compliance with the student conduct regulations. A student on probation is not in “good standing” with the University. Terms of the probation will be determined at the time the probation is imposed and may include loss of privileges, restitution, and/or required educational activities.

5. **Loss of Privileges**: A student may be denied specific privileges normally associated with student status, such as participation in recognized activities or use of University facilities or services.

6. **Suspension**: A student may lose the right to be a student at the University for a specific period of time. Suspended students are not eligible for the privileges and services provided to currently enrolled students, including residing in University-owned or recognized student housing, registering, attending class, or using other University services or facilities. The suspension may be specified for any length of time.

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

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

7. **Negative Notation on Transcript**: A student receiving the sanction of suspension or expulsion may be subject to entry of information onto the student’s permanent academic record regarding his or her violation of the Code and subsequent sanction. The entry may be permanent or temporary. If the notation is temporary, after the expiration of the period of time specified, the notation will be removed upon written request by the student.

8. **Expulsion**: A student may be permanently suspended from the University. (See Section (F) of this part).

9. **Degree Revocation**: A former student may have his/her degree revoked if the student is found to have engaged in academic dishonesty in courses taken leading to a degree that, if known at the time the degree was awarded, would have made the student unqualified for the degree.

Students may appeal sanctions to the SON Senior Associate Dean for Academic Affairs or his/her designee. An appeal must occur within 14 calendar days from the date of receipt of the traceable overnight notification of the Committees’ decision. The SON Senior Associate Dean for Academic Affairs or his/her designee must reply to the student within 14 calendar days.

All matters pertaining to the incident are confidential. All records/materials regarding a case in which the Code of Conduct was violated will be kept in locked files in the School of Nursing for 20 years after the student’s last date of attendance. Materials regarding a dismissed case will be destroyed at the end of the inquiry. Disciplinary actions will be noted in the student’s academic file.
Incoming Compliance (SON policy 20.01-15)

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

School of Nursing Requirements

- New Criminal Background Check and Finger Print Report (50-05.01 & OHSU 03-10-011) 1 2
- Honor Code Consent (50-02.01 and 50.02.01a)
- Permission to Release Educational Information Form
- Blood Borne Pathogen Training Certificate or Exemption Form 3
- Evidence of current CPR Training (20-07.05). CPR (Level C) must be maintained through enrollment in the undergraduate, APN, and PMCO programs. Individual campuses may have specific requirements 4.
- Submission of Registered Nurse license number 5 6
- Masters and PhD students complete

Statistics requirement with B grade or above within last five years or petition for waiver (20-01.03G) 7 8
- Undergraduate, Masters, Post-Masters Certificate, and PhD students are required to attend a home campus orientation. http://www.ohsu.edu/son/student/orientation_campus.html
  o RN/BS students are required to attend Orientation at the Portland, Oregon campus. Students who are not able to attend the RN to BS Orientation will not be able to enroll for that term and will be asked to enroll in the following term in which they can attend orientation.
  o Effective August 1, 2007 Oregon MPH students are required to attend the Oregon Master of Public Health (OMPH) Orientation which takes place every September at a different location in Oregon. Failure to attend Orientation will result in inability or a delayed ability to register for classes.

If needed:

- Change of Address form
- Contact OHSU Office for Student Access for accommodation requests 503-494-0082
- Contact OHSU Affirmative Action and Equal Opportunity Office for religious accommodation requests

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1 MPH students complete the OHSU Employee version of the Criminal Background Check.
2 If a student has lived in more than one state during the last three years he or she must submit a national FBI check in lieu of a State background check.
3 MPH students excluded unless deemed required for a graduate internship placement
4 MPH students excluded unless deemed required for a graduate internship placement
5 MPH students excluded from this requirement
6 Post-Docs without nursing certification are excluded from this requirement
7 Students in Post-Master Certificate Option are excluded from this requirement
8 OMPH students are required to pass a basic statistics course with a grade of C or better; there is no time limit on when the course was taken.
**OHSU Requirements**

- Updated immunization record or plan to complete immunizations (20-07.04)
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) Training Certificate
- Respect at the University Training Certificate
- OHSU Student Health Insurance (automatically enrolled by 1st day of the month in which classes start) or Approved Waiver (see deadline for receipt of completed notarized application) 9

For the protection of the public health and the benefit of students, OHSU requires that students, as a condition of enrollment, must present appropriate proof of a current tuberculin skin test, chest x-ray (if positive tuberculin), and proof of up-to-date immunizations or other evidence of immunity for: diphtheria-tetanus; polio; rubella; rubella; varicella; measles, mumps, and hepatitis B. Students not meeting the immunization requirements may be prevented from engaging in the clinical or practicum portion of their program. See current requirements on the Student Health Service website: http://www.ohsu.edu/academic/acad/health/forms.html

Students who are unable to meet these requirements due to medical conditions shall furnish a signed explanation from the health care provider. The explanation will be reviewed by the School of Nursing Senior Associate Deans for Academic Affairs, who will make a recommendation to the Vice President for Academic Affairs for a waiver, if appropriate. Approved waivers are sent to the Student Health Service for the student’s record. Students who are unable to meet these requirements due to religious beliefs are required to complete a waiver form with the School of Nursing.

**Note:** See Immunization Chart on adjacent page for details.

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

Students must immediately report all body fluid splashes, needle sticks, and other events that could endanger their health to their clinical faculty and follow up with their campus student health service:

- Ashland campus: 541 552-6136
- Klamath Falls campus: 541 885-1800
- La Grande: 541 962-3524
- Portland: 503 494 8665

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

Portland students using the OHSU Emergency Services without receiving authorization or notifying the Student Health Service may have additional charges. Students’ major medical insurance will be billed for emergency and off-campus services. Follow the protocol of the agency. Request information from the agency regarding the contamination risk based on the client’s health status.

---

9 Insurance waivers are due in the Student Health Service before the 1st of the month in which the student starts the program. If a student misses this deadline, a refund for insurance premium will be prorated for the remainder of the quarter. The student will pay for any months prior to the waiver being received.
### Immunization, OHSU Student Health Fee, & OHSU Student Health Insurance Requirements by Program and/or Campus

Refer to [http://www.ohsu.edu/academic/acad/health](http://www.ohsu.edu/academic/acad/health) for details.

<table>
<thead>
<tr>
<th>REGIONAL CAMPUSES</th>
<th>Updated Immunization Record or Plan to Complete Immunizations</th>
<th>OHSU Student Health Fee</th>
<th>OHSU Student Health Insurance or Approved Waiver</th>
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<tbody>
<tr>
<td>Yes (Tracked at Local Campus)</td>
<td>Yes (Charged at Local Campus)</td>
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<table>
<thead>
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<th>PORTLAND CAMPUS</th>
<th>Updated Immunization Record or Plan to Complete Immunizations</th>
<th>OHSU Student Health Fee</th>
<th>OHSU Student Health Insurance or Approved Waiver</th>
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<tr>
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<td>Advanced Practice Nursing</td>
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<tr>
<td>Post-Master Certificate Option</td>
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<tr>
<td>PhD</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>International Interns</td>
<td>Yes, if registered for courses—audit or otherwise</td>
<td>Yes, See OHSU Exchange Visitor Health Insurance Requirements</td>
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</tr>
<tr>
<td>Post-Doctoral11</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>

10 If OMPH students enroll in a course out of their program of study which is not on-line, and the students are coming to Portland campus for classes, the OHSU health fee and OHSU health insurance or waiver will be required. This registration is monitored by Accounts Receivable/Bursar’s office.

11 Post-Docs may be required to complete one or more of the Responsible Conduct for Research training modules. Mentors will inform post-docs when these modules are required.
STUDENT ACTIVITIES, ORGANIZATIONS & SERVICES

Activities

Students enrolled at OHSU at the Portland, Ashland, Klamath Falls, and La Grande Campuses are referred to their host campus student handbook and catalog for a detailed description of available student services and facilities. By virtue of the fee payment structure, such facilities as student health services, library, computer center, fitness center and various events are available to students.

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

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

We highly recommend that prospective and current students familiarize themselves with the OHSU university-wide activities, organizations, and services (i.e., Office of Student Access Handbook, Commencement Guide, Student Groups, Quarterly Events, Guide for Alcohol & Drug Problems, and International Student Handbooks). http://www.ohsu.edu/academic/acad

There is a broad range of OHSU and School of Nursing committees that provide opportunities for student representation and involvement.

OHSU Committee Representatives

Student Health Advisory Committee: one junior baccalaureate student, one senior baccalaureate student, and one graduate student representative;
Financial Aid Advisory Committee: one representative from each campus;
Incidental Fee Committee: one student representative from each campus; and
Portland All Hill Council: at least two representatives from each year of the undergraduate and graduate program (Portland Campus).

School of Nursing

Baccalaureate Programs Curriculum Committee: One Portland and one from any regional campus student, both elected by Student Nurses Association.
Grievance & Student Conduct Committee: Eleven students who serve one-year terms elected by the Student Nurses Association from the Ashland/Klamath Falls and La Grande campuses (2); Portland campus (4), and three Master of Doctoral students appointed by the Graduate Program Directors.

Organizations

Oregon Student Nurses Association

The OHSU-OSNA is a member of the state chapter of the National Student Nurses Association and maintains ties with other Oregon nursing schools and the Oregon Nurses
Association. The primary function of this campus chapter is to organize workshops, forums, and seminars on nursing issues. It links students with professionals and practitioners of nursing. OSNA members gain access to nursing in a way that the teaching-learning academic model doesn’t offer. Contact the Student Nurses Association leaders at your campus for more information about this organization or http://www.oregonsna.org/

**National Student Nurses Association**

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

**School of Nursing Student Government**

In addition to each campus having a Student Senate, each School of Nursing campus has an organized undergraduate student body government. The student government on each campus elects its own governing body called the SON Student Senate. Each SON 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.

**Graduate Nursing Senate**

The Graduate Nursing Senate was formed in Spring 2006 by graduate students to represent the interests of OHSU School of Nursing graduate students on all campuses. This organization has three purposes – to provide a unified voice for OHSU SON graduate students, to promote professional development, networking and social interaction among graduate students, and to develop programs that assist in the transition into and out of graduate school. This organization is funded primarily by student fees. All graduate students in the OHSU SON are members.

The senate is compromised of eleven students. There are four officers (president, president-elect, and two vice-presidents) forming an executive board and seven student representatives. The seven student representatives represent the different OHSU SON graduate programs. The representatives will come from the graduate student population in the following manner: two doctoral students, one Family Nurse Practitioner student, one Psychiatric Mental Health Nurse Practitioner student, one Certified Nurse Midwife student and two at-large student representatives from any of the graduate-level programs. Questions about the Graduate Nursing Senate can be answered by e-mailing SNGNS@ohsu.edu

**Sigma Theta Tau**

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

**OHSU School of Nursing Alumni Association**

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

The Alumni Association supports students with activities that include:

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

The Alumni Association supports alumni through activities such as:

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

**Services**

**OHSU Office of Diversity and Multicultural Affairs**

The OHSU Office of Diversity and Multicultural Affairs provides a close, cooperative working relationship among students, advisers, faculty and administration in developing programs and services that reflect the diversity of cultures and support academic development for all students. The office offers: assistance in making the transition to the university’s environment; supplemental instruction seminars and cross-cultural counseling information and referral services; coordination of traditional ethnic celebrations; a place for international and ethnic students to meet and socialize; and workshops in the development of ethnic competence. For more information, call the OHSU Office of Diversity and Multicultural Affairs at (503) 494-7574 or log on to http://www.ohsu.edu/academic/diversity/

The Office of Diversity and Multicultural Affairs also publishes a Portland area multicultural resource book listing local Portland area international cuisine restaurants,
grocery stores, diverse community and congre-
gation centers, foreign consuls, etc. http://
www.ohsu.edu/academic/acad/
multiculturalresources.pdf

Health Services

The health services on the EOU, OIT, Portland and SOU campuses provide primary health care to registered students. On the Portland campus, all students enrolled for one or more credits are assessed a health service fee. The stipulations based on credit vary among EOU, OIT and SOU. Please refer to the specific institution catalogs for health service policies governing fees and services.

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

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

The student health service provides complete primary outpatient care, preventive, acute and chronic medical care. Services also include counseling, dermatology, gynecology, orthopedics, pediatrics and psychiatry. The student health service may refer to specialty clinics and authorize lab tests and imaging. For details, see the health services brochure available in the student health service.
2006 – 2007
Tuition and Fees

Registrar and Financial Aid Office
3181 SW Sam Jackson Park Road L 109
Mackenzie Hall, Room 1120
Portland, OR 97239
503 494-7800 or 800-775-5460
finaid@ohsu.edu or regohsu@ohsu.edu
http://www.ohsu.edu/finaid
http://www.ohsu.edu/registrar

All persons who attend classes at OHSU School of Nursing must register for those classes and pay the applicable tuition and fees. For list of current tuition and fees, visit the Registrar’s Web site.

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 campuses.

All students in the degree or certificate programs (except RN/BS and MPH students) are required to purchase major medical insurance through the University. The insurance requirement may be waived if the student provides satisfactory proof of equivalent group coverage and signs a statement agreeing to keep the insurance in force during the enrollment period to Student Health.

Residency

For purposes of admission and instruction fee assessment, an Oregon resident is one who (1) has been living in Oregon for the preceding 12 months and is primarily engaged in activities other than that of being a college student; and (2) is financially independent or whose parent or legal custodian meets the Oregon residency requirements. All other students are required to pay the nonresident fee.

Student Expenses

Application fee (non-refundable) $120.00
OHSU Transcript fee $ 12.00/each official copy
Same day transcript fax service $ 17.00
Credit-by-examination $40.00+
Late Registration Fee $ 35.00
Graduation Application Fee $ 35.00

The estimated cost of textbooks and instructional materials will vary depending on the course requirements and campus; some programs may require a stethoscope, ophthalmoscope, and lab coat. Students are responsible for their own transportation to, during, and from clinical experiences. The cost will vary depending on the clinical site and other transportation cost variables such as the current gasoline price.

Students who elect to drop a course or change credit load during the term must notify their advisor, program coordinator, and the OHSU
Financial Assistance & Scholarships

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

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

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

Federal Programs

Federal programs available to students include: Federal Programs 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, (503) 494-7800, regarding the certifying process for benefits.

State Programs

Financial Assistance Programs can be located at the Oregon Student Assistance Commission. http://www.osac.state.or.us/

To apply, the student must complete the FAFSA form prior to the deadline established yearly.

Institutional Programs

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

For RN/BS students or Senior level undergraduate students who find themselves in need of a short-term loan to manage educational expenses, the School of Nursing has available the Harding Loan. For an application form, go to http://www.ohsu.edu/son/academic/
FINANCES

cst-financialaid.shtml.

OHSU employees may qualify for the Employee Tuition Benefit. For information on which programs are eligible for the Employee Tuition Benefit program, contact the Human Resources Department.

**School of Nursing Scholarships**

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. The Scholarship Form available on the OHSU website applies to all SON institutional scholarships: [http://www.ohsu.edu/son/academic/bs-scholarshipapp.pdf](http://www.ohsu.edu/son/academic/bs-scholarshipapp.pdf)

Awards are based on several factors including diversity of experience, practice, merit, and need. Underlying all awards is the commitment to consistency with regards to 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. Scholarship applications can be found at:

The OHSU School of Nursing scholarship committee meets annually to award nursing scholarships to eligible incoming and returning students. Scholarship awards are also made occasionally during the academic year due to availability of funds. Receiving a scholarship may alter the student’s financial aid package. Scholarship recipients are encouraged to review their award status with the OHSU Financial Aid Office. For additional information, students may also contact the National League for Nursing, 350 Hudson St., New York, NY, 10014, or call 1-800) 669-1656.

Students seeking their first nursing degree should request the brochure “Scholarships and Loans — Beginning Education in Nursing.” Registered nurse students should request “Scholarships, Fellowships, Educational Grants and Loans for Registered Nurses.”
## Academic Calendar

### Oregon Health & Science University Academic Calendar 2006-2007

*School of Nursing Graduate and Graduate Entry (Official 6/14/06)*

<table>
<thead>
<tr>
<th>Term</th>
<th>Grad Nursing</th>
<th>GE Returning</th>
<th>GE New</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer Term 2006</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Registration Begins</td>
<td>5/15</td>
<td>5/15</td>
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<tr>
<td>Last Day to Register W/O Late Fee</td>
<td>5/26</td>
<td>5/26</td>
<td>5/26</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>6/26</td>
<td>7/5</td>
<td>7/10</td>
</tr>
<tr>
<td>Last Day to Pay Tuition &amp; Fees</td>
<td>7/3</td>
<td>7/12</td>
<td>7/17</td>
</tr>
<tr>
<td>Last Day to Add/Drop without a “W”</td>
<td>7/3</td>
<td>7/12</td>
<td>7/17</td>
</tr>
<tr>
<td>Independence Holiday</td>
<td>7/4</td>
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</tr>
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<td>Last Day to Withdraw with full refund</td>
<td>7/7</td>
<td>7/18</td>
<td>7/21</td>
</tr>
<tr>
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<td>8/18</td>
<td>9/1</td>
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</tr>
<tr>
<td>Labor Day Holiday</td>
<td>9/4</td>
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<tr>
<td><strong>Fall Term 2006</strong></td>
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<td>Fall Registration Begins</td>
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<td>Classes Begin</td>
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<td><strong>Winter Term 2007</strong></td>
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<td>Winter Registration Begins</td>
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<tr>
<td>Classes Begin</td>
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<td>Martin Luther King Holiday</td>
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<td>Presidents Day Holiday</td>
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<td><strong>Spring Term 2007</strong></td>
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<td>Spring Registration Begins</td>
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<td>Classes Begin</td>
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<td>Memorial Day Holiday</td>
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<td>Spring Term Ends</td>
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<td>6/15</td>
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<tr>
<td>Graduation (Portland)</td>
<td>6/8</td>
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</tr>
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## Oregon Health & Science University Academic Calendar 2006-2007

### School of Nursing Undergraduate Programs

#### Official 6/14/06

<table>
<thead>
<tr>
<th>Season</th>
<th>Locations</th>
<th>Ashland</th>
<th>Klamath Falls</th>
<th>La Grande</th>
<th>Portland</th>
<th>RN Statewide</th>
<th>OCNE</th>
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<tr>
<td><strong>Summer Term 2006</strong></td>
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<tr>
<td>Last Day to Register W/O Late Fee</td>
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<td></td>
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<tr>
<td>Classes Begin</td>
<td>6/26</td>
<td>6/26</td>
<td>Jr. 6/26 Sr. 6/19</td>
<td>7/10</td>
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<tr>
<td>Last Day to Pay Tuition &amp; Fees</td>
<td>7/3</td>
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<td>Jr. 7/3 Sr. 6/26</td>
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<td>Jr. 7/3 Sr. 6/26</td>
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</tr>
<tr>
<td>Last Day to Withdraw with full refund</td>
<td>7/7</td>
<td>7/7</td>
<td>Jr. 7/7 Sr. 6/30</td>
<td>7/21</td>
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<tr>
<td>Independence Holiday</td>
<td>7/4</td>
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<tr>
<td>Summer Term Ends</td>
<td>8/18</td>
<td>8/18</td>
<td>Jr. .8/18 Sr. 9/22</td>
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<td>Labor Day Holiday</td>
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<tr>
<td><strong>Fall Term 2006</strong></td>
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<td>Fall Registration Begins</td>
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<tr>
<td>Last Day to Register W/O Late Fee</td>
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<tr>
<td>Last Day to Pay Tuition and Fees</td>
<td>10/2</td>
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<tr>
<td>Last Day to Add/Drop without a “W”</td>
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<tr>
<td>Last Day to Withdraw with full refund</td>
<td>10/6</td>
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<tr>
<td>Fall Term Ends</td>
<td>12/8</td>
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<td><strong>Winter Term 2007</strong></td>
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<tr>
<td>Last Day to Register W/O Late Fee</td>
<td>11/24</td>
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<td>Classes Begin</td>
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<tr>
<td>Last Day to Withdraw with full refund</td>
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<tr>
<td>Martin Luther King Holiday</td>
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<tr>
<td>Presidents Day Holiday</td>
<td>2/19</td>
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<tr>
<td>Event</td>
<td>Ashland</td>
<td>Klamath Falls</td>
<td>La Grande</td>
<td>Portland</td>
<td>RN Statewide</td>
<td>OCNE</td>
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<tr>
<td>Spring Registration Begins</td>
<td>2/12</td>
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<tr>
<td>Last Day to Register W/O Late Fee</td>
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<tr>
<td>Graduation (Portland)</td>
<td>6/8</td>
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The School of Nursing Policy and Procedures Manual is undergoing a major systemic review during the 2006-2007 academic year. The following regulations may change. Students are strongly encouraged to contact their academic advisor or the Office of Academic Affairs for up-to-date policy information as needed.

School of Nursing polices and these documents are accessible to students within the School of Nursing website. While some programs may have programmatic guidebooks, the guidelines listed here and in the official School of Nursing policy manual supersede any documentation in programmatic guidebooks.

### Academic Advising

Advisers counsel students regarding curriculum, career options, letters of recommendation, and other matters of student concern. Students are encouraged to prepare for their advising sessions by becoming familiar with this handbook. All students are encouraged to seek assistance from their advisers regarding any academic/professional concerns. In addition, course faculty members notify advisers and program directors of students who are not performing at a passing level, so that advisers may assist students in improving their academic performance. Either the student or the adviser may request a change in the adviser assignment by notifying appropriate Program Director on each campus.

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

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

Graduate students are informed of their advisor assignment at when offered admission, and the student should schedule an initial appointment before fall term registration.

Graduate students are encouraged to meet with their advisors on a regular basis throughout their academic program.

### Academic Records

Students in the School of Nursing have access to their academic records in accordance with the Family Educational Rights and Privacy Act of 1974, 20 u.s.c.1232g and the OHSU Board of Directors.

Student records are housed in the program office of the School of Nursing on each campus. Contact your adviser or the staff person in your administrative office if you wish to conduct a record review. Students may request copies of materials from their student file.

### Academic Standing

#### Good Standing

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

#### Probation

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

**Non-Academic Probation (Disciplinary Probation)**

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

**Dismissal**

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

**Appeal**

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

**Procedures and Program Specifics**

**Procedures**

Each campus/program monitors student transcripts for probation or dismissal criteria. The Campus Associate Dean or Program Director is notified of a student who meets probation or dismissal criteria. The campus/program notifies: 1) the advisor or designee if a student meets criteria for probation or dismissal; and 2) The student by sending a letter of probation or dismissal via mail with a certified return receipt.

**Undergraduate Program**

**Probation:**
- Earns more than 3 unresolved incompletes in one quarter.
- Fails to achieve an OHSU School of Nursing cumulative grade point average of 2.0.
- Earns a 0, NP, or WU, in a SON course

**Dismissal:**
- Fails to fulfill a stipulation of probation.
- Earns more than one 0, NP, WU in the same term or separate terms.
- Fails to return from a LOA as planned.

**Master/PMCO**

**Probation:**
- Earns more than 3 unresolved incompletes in courses
- Exceeds the time limit for degree/certificate completion (4 years).
- Fails to maintain a cumulative GPA of 3.0.
- Earns a grade of 2.0 in two or more SON courses.
- Earns a 0, NP, or WU, in SON course

**Dismissal:**
- Fails to fulfill stipulations of probation
- Earns more than one 0, NP, or WU in the
same term or separate terms.

- Earns three 2.0 grades or a combination of 2.0 grades and 0, NP, or WU grade.
- Fails to return from a LOA as planned.

**Doctoral**

Probation:
- Earns more than 3 unresolved incompletes in courses
- Exceeds the time limit for degree/certificate completion (7 years).
- Fails to maintain a cumulative GPA of 3.0.
- Earns a grade of 2.0 in two or more SON courses
- Fails to pass program benchmarks in a timely manner (Policy 20-04.11A Doctoral Program Benchmarks)
- Earns a 0, NP, or WU, in SON course.

Dismissal:
- Fails to fulfill stipulations of probation
- Earns more than one 0, NP, or WU in the same term or separate terms
- Earns three 2.0 grades or a combination of 2.0 grades and failing or WU grade.
- Fails to return from a LOA as planned.

**Application for Degree**

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

**Awards and Recognition Ceremonies**

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

- The Golden Lamp Award recognizes scholastic achievement, leadership, innovative contributions and humanitarian ideals. Based on the American Nurses Association Code for professional nurses and the Florence Nightingale Pledge, the award recognizes outstanding work of undergraduate students within the nursing profession.
- The Elnora Thomson Award bears the name of the first director of the School of Nursing and is presented in recognition of outstanding undergraduate student leadership in stimulating the academic activities and interests of fellow students.
- The Henrietta Doltz Puhaty Memorial Award bears the name of the second Director of the School of Nursing and recognizes the qualities of compassion, kindness and generosity for patients, colleagues and all people. The award is given to an undergraduate student.
- The Jean E. Boyle Memorial Award bears the name of the first Dean of the School of Nursing and recognizes distinguished service to student government, the community or human kind. The award is given to an undergraduate and a graduate student.
- The Dorothy L. Johnson Memorial Award was created in the memory of Dorothy L. Johnson, a devoted and beloved instructor in community health nursing. This award recognizes individual innovation and creativity, insight and imaginative work within the nursing discipline. The award is given to an undergraduate and a graduate student.
- The Sigma Theta Tau Awards are presented by the honor society to outstanding Sigma Theta Tau graduates who have demonstrated consistently high scholastic achievement (3.5 grade point average or
better), professional integrity and potential for leadership in the field of nursing.

- The Dean’s Award is presented to an undergraduate on the basis of scholarship as evidenced by an outstanding paper written during the program of study at the OHSU School of Nursing; to a graduate student by faculty nominations.

- The Transcultural Nursing Award recogniz es and honors the student who has made an outstanding contribution to the promotion of safe nursing care for ethnic people of color.

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

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

- The Outstanding Teaching in the Doctoral Program Award recognizes outstanding teaching exemplified by a scholarly approach to doctoral education and evidenced by actively engaging students and facilitating their development as scholars.

- The Outstanding Baccalaureate Faculty Award and Undergraduate Marshall Recognition are bestowed on undergraduate nursing faculty by the students, as are the Outstanding RN/BS Faculty Award and Outstanding Graduate Faculty Award.

### English as a Second Language (ESL)

Students with ESL 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 ESL services from a variety of locations through the Portland area as well as on the Eastern Oregon and Southern Oregon Campus.

### Contingent Admission for RN to BS Program

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

### Catalog Rights

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

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

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

In cases in which the School of Nursing changes curriculum, the school will work with the student to substitute courses to complete the degree.

Continuous Enrollment

Students must maintain continuous enrollment during the academic year unless on an approved Leave of Absence. Students who fail to register for a term during the academic year and are not on an approved Leave of Absence will be considered for administrative withdrawal.

Course Evaluation & Teaching Effectiveness Evaluations

To maintain continuous improvement of teaching and learning the School of Nursing relies on timely and accurate feedback from students by way of course evaluations. Students’ comments are reviewed by the Associate Deans and Program Directors, and used by individual faculty and administration to help faculty improve their teaching. These data are also used in promotion and tenure reviews and in decisions about future course assignments. Course evaluations are completed online and completely anonymous. All students will be notified through e-mail when evaluations are open each term. The direct link to the evaluation system is http://www.ohsu.edu/son/student/evaluation.shtml

Course Load

See Full Time Enrollment

Course Waiver

A required course can be waived if it is determined that other completed academic course work is duplicative of required course content. Student may waive up to nine credits of coursework.

Credit in Residence

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

Classic Program Undergraduate Students

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

OCNE Program Undergraduate Students

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

**Master Students**

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

**Doctoral Students**

At least three consecutive terms of full time study.

**Dean’s List**

Each quarter, fulltime undergraduate students who have earned all passing grades, have not received a WU and have a GPA of 3.5 or higher will be placed on the Dean’s List. The Dean’s List acknowledgement of scholarship is separate from the Latin honors (i.e., summa cum laude) at the time of graduation.

**Full Time Enrollment**

Twelve credit hours is considered full time enrollment for all undergraduate students. Nine credit hours is considered full time enrollment course load for all Master and Doctoral students. Six credit hours is considered full time course load for PhD students at regional campuses.

**Grading System & Grade Point Average Calculation**

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

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

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

**Grading System Definitions**

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

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

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

**P, NP:** Certain OHSU courses are designated no grade courses. Students in these courses receive grades of Pass (“P”), or No Pass (“NP”). No more than six (6) credits of No Pass courses will be counted towards the degree requirements. (See SON Pass/No Pass policy 20-05.06).

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

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

**W-U (Withdraw- Unsatisfactory):** When a student withdraws from a course after the mid-point of the term, the grade recorded on the transcript will be a “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 will be interpreted as a failing grade for progression purposes.

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

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**Graduation with Honors**

Graduation with honors is determined by the Registrar’s office and is based on grade point average. Undergraduate students in the top 10% of their class graduate summa cum laude; students in the next 10% graduate magna cum laude and the next 15% graduate cum laude. Students in the top 35% of their class are entitled to wear gold honor cords at graduation.

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**Grievance**

**(SON Policy 20-04.21)**

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

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

IMPLEMENTING PROCEDURES

Responsible Party: Student
Action: Informal Resolution Procedures
• A student who wishes to grieve a matter is encouraged to first discuss the problem with the individual(s) involved. In the case of a grade or course related grievance, the student should first address the concern to the course instructor. If not satisfied with the response of the individual(s), or if the student is unable, for any reason, to discuss the matter with the individual(s) involved, students may address their grievance to the Program Director/Associate Dean.
• If a student wishes to have his/her grievance considered beyond the Program Director/Associate Dean, he/she may address the grievance to the SON Grievance and Student Conduct Committee.

Responsible Party: Grievance & Student Conduct Committee/Student
Action: Formal Procedures of the Grievance and Student Conduct Committee
1. A formal statement of the grievance must be presented in writing to the Chair of the Grievance and Student Conduct Committee within 60 calendar days of the end of the quarter in which the matter occurred.
2. The Grievance and Student Conduct Committee is composed of five faculty members and two students. Faculty members are selected according to the faculty by-laws election process and include a Chair and Recorder who are elected for three-year terms. Other faculty are elected for one year to a pool of eight potential committee members representing all SON campuses. Similarly students are elected to serve a one-year term by the Student Nurse Association. Student election to the pool will include the following:
   • One Southern Region undergraduate student representative
   • One Eastern Region undergraduate student representative
   • Four Portland campus undergraduate student representatives
   • Three master’s or doctoral students selected by the Graduate Program directors
3. A hearing will occur within 20 working days of receipt of the grievance, whenever possible. All hearings of the Grievance and Student Conduct Committee are closed, and information presented in them and all supporting documents are confidential. The hearing is informal and does not follow administrative, contested case, or courtroom procedures. If the grievant has been properly notified and fails to appear, the Grievance and Student Conduct Committee may proceed with the hearing and make a determination based upon available information.
4. During the hearing, grievants may be accompanied by an advisor of their choice. The advisor may be a faculty or staff member, fellow student, parent, or any person of the student’s choice so long as the availability of the advisor does not hamper the timeliness of the hearing. The advisor may assist the grievant during the hearing; however, the student will be expected to speak for him or herself at all times. Students may also choose to have an attorney serve as their advisor. A student must notify the Chairperson or his/her designee 24 hours in advance so a university attorney can also be present at the appeal session.
5. During the hearing, grievants have the opportunity to offer information and testimony on their behalf. In addition, if the grievance involves a complaint against and individual(s), the individual(s) being complained about shall be present during the hearing, and will have the opportunity
to make a presentation to the committee.

6. The chairperson of the Grievance and Student Conduct Committee, or designee will decide any questions or objections to hearing procedures that are raised during the hearing.

7. Members of the Committee may ask questions of any person present during the hearing and the chairperson will invite questions and comments from the grievant and other parties involved in the matter. The Chair may also invite questions or comments from advisors or others present. If the chairperson decides an essential person or piece of information is missing, the chairperson may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

8. At any stage of the proceeding, the Committee may attempt to resolve the grievance. If an acceptable resolution is reached, the committee will prepare a Statement of Understanding for all parties to sign. If a resolution is not reached before the conclusion of the hearings process, the Committee will deliberate in private and reach a decision with respect to the grievance.

9. The Committee will prepare a report summarizing either the Statement of Understanding or the Committee’s factual findings, the Committee’s conclusions based on the evidence presented at the hearing and the Committee’s determination of the grievance. The chair will notify the grievant through traceable overnight mail of any individuals(s) named in the grievance, and the appropriate SON Program Director or Associate Dean of the committee’s decision. This notification will be sent within 14 calendar days of the end of the hearing.

Appeals

The student may appeal to the SON Senior Associate Dean for Academic and Student Affairs or his/her designee. An appeal must occur within 14 calendar days from the date certified mail of receipt of the Committee’s notification. The Senior Associate Dean for Academic and Student Affairs or his/her designee must reply to the student within 14 calendar days. Students may appeal the decision of the SON to the University Provost as described in University policy (02-30-050).

A copy of the policy and related procedures is available in the Current Student section of the SON website or students may contact their advisor, program director or the Office of Academic Affairs for assistance. Additionally, the OHSU Student Dismissal, Grievance and Appeal Procedure (02-30-050) can be located at http://ozone.ohsu.edu/policy/pac/chapt_2/2-30-050.htm

Leave of Absence

After the successful completion of one term, a student may, under exceptional circumstances and with the approval of the School of Nursing, interrupt his or her professional program for a leave of absence. Students who are contemplating a leave of absence should contact their adviser to determine the appropriate steps to take. When requesting a leave of absence, the student must submit his or her request in writing to the campus associate dean and must establish the term and year to resume study. The Leave of Absence form can be found at the OHSU Registrar website.

A leave of absence is normally granted for a period of one quarter unless circumstances warrant a longer period of time. Under no circumstances will a leave of absence be granted for longer than one year. Students taking a leave of absence do not need to reapply to the School of Nursing.

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

It is critical that students contact the Associate Dean or Program Director and their adviser in the term prior to their anticipated return to school to confirm their intention to return to school and to discuss clinical placements. Students should discuss their program of study and review progression requirements with their advisor.

**Non-Matriculated Enrollment**

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

There is no commitment that course work taken under this classification will apply toward a graduate degree. Application for non-matriculated status is located on the School of Nursing website at: www.ohsu.edu/son

**Registration**

Registration for classes occurs on-line at http://www.ohsu.edu/son/student/registration.shtml

Students may also contact the Registrar at 503-494-7800 for assistance. Specific questions about courses and course availability should be directed to your faculty advisor or the course instructor. Registration begins approximately 6 weeks prior to the next term. Students who elect to drop a course or change credit load during the term must notify their advisor and the OHSU Registrar. Such changes are subject to a fee.

Students who fail to register for a term during the regular academic year and who are not on an approved leave of absence will be considered administratively withdrawn. A student who has withdrawn from the program is required to apply for readmission at least one term prior to the desired term of admission by: 1) completing an application form; 2) submitting a letter stating reasons for seeking readmission to the School of Nursing; and 3) submitting documentation of academic and/or work performance since leaving the program. Approved re-admission is also determined by availability of clinical and classroom resources.

**Progression**

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

**Registration Holds**

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

**Repetition of Courses**

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

**Simultaneous Enrollment**

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

**Time to Degree**

Each SON academic program has established a time to degree guideline that begins at matriculation for students. This Time to Degree policy does not distinguish between full-time and part-time student enrollment. The student can petition for an extension of the time limit by submitting a written request with rationale to the Senior Associate Dean for Academic Affairs. These Times to Degree guidelines are effective for the 2006-2007 academic year.

**Program specific time to degree policies are**

- Basic Baccalaureate: 5 years
- OHSU OCNE Baccalaureate: 5 years
- RN/BS: 5 years
- Master: 4 years
- Oregon Master of Public Health: 7 years
- Post-Master Certificate: 3 years
- Doctorate: 7 years

**Withdrawal from Degree Program**

Students who wish to withdraw from the degree program should obtain the official form from the Registrar’s Office and submit it to the School of Nursing declaring the intent to withdraw from the school. Students are strongly encouraged to seek counsel from an advisor before taking such action.
COMPUTER RESOURCES & PROFICIENCY

The OHSU School of Nursing relies heavily on the use of computers to accomplish student activities both in the classroom and online using the Internet. It is expected that all students have their own personal computer with internet connectivity and meet current software requirements. This requirement is to ensure that students will be able to collaborate with both faculty and peers and is essential as computer resources on campus are limited. Students who have an adequate computer and Internet access should be able to complete activities required by faculty for their courses successfully. OHSU supports Microsoft Windows software products.

Students are required to be able to run computer software (i.e., word processing, spreadsheets, and database searching) with minimal tutorial assistance. For the OHSU School of Nursing computer literacy self-assessment, see http://www.ohsu.edu/son/academic/compselfassessment.pdf

On the Portland campus, there is a computer room in which students are allowed access when not being used for courses or training. SON Room 128 room is not a staffed computer laboratory and student access to this room is scheduled around other School of Nursing functions. Students receive the lockbox code during orientation. Portland campus Computer RequirementsDoctoral students have a computer and printer available in the 5th floor PhD reading room.

All students must have Internet access available. A significant number of courses have online components, many of the Library journals are online and email is a primary means of communication. DSL or Cable from home or wireless services from within campus or other locations are preferable. Dial up service using a 56k modem may prove to be unacceptable for some online content and activities.

OHSU has installed wireless access points on the Marquam Hill Campus in Portland providing extensive coverage in the School of Nursing building, the Library, cafes, and many other gathering spots. This allows students with wireless capability to access online courses, GroupWise email and Library services.

Please Note: Wireless is not available in all areas of the campus nor does it work on all laptops. Be sure to check the documentation that came with your laptop.

Computer Technical Specifications

The School of Nursing encourages the use of laptop and tablet computers for all on campus students. All computers must meet these minimum technical specifications:

- 1.5 Ghz Pentium III processor (or faster)
- 512MB of RAM (512MB is recommended)
- 40 GB hard disk
- DVD drive (DVD/CDRW or DVR-RW recommended)
- Speakers
- Flash drive

All students are required to own and use the following software:

- Operating System: Microsoft Windows (ME, 2000, or XP) or Apple Macintosh (OSX).
- Microsoft Office 97 or newer (standard or professional edition) that includes Word, Excel, and PowerPoint.
- Microsoft Internet Explorer v6.0 or higher (free download from Microsoft)
- Adobe Acrobat 7.x reader (free download from www.adobe.com)
- Virus Protection Software set up to be regularly updated such as such as Norton Anti-Virus or McAfee Virus Shield.
Programs At-A-Glance

The information below outlines all the programs for which the OHSU School of Nursing is currently accepting applications. In each case, the degree type and brief description is followed by a page reference for more detail.

Office of Admissions

The School of Nursing Office of Admissions can answer more detailed questions and assist with application processing at:

Oregon Health & Science University
School of Nursing Office of Admissions (SN-ADM)
3455 SW US Veterans Hospital Road
Portland, OR 97239-2941
Phone: (503) 494-7725
Fax: 503-494-4350
E-mail: proginfo@ohsu.edu
http://www.ohsu.edu/son

Bachelor of Science

Bachelor of Science with a major in Nursing
Application Deadline for Fall Term Admission: February 15

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

Bachelor of Science with a major in Nursing (RN/BS)

Application Deadlines: Fall Term June 30, Spring Term Dec. 1

The faculty of the OHSU School of Nursing support associate degree RNs who desire to complete their baccalaureate degree through the RN/BS Program. The RN/BS Program offers upper-division courses in a variety of distance and in-person formats. RN/BS students take courses online, as intensives, by passing challenge exams and preparing portfolios, or in on-campus classes.

Master of Science

Certified Registered Nurse Anesthetist (CRNA)

Application Deadline for Fall Term Admission: Dec 1

A CRNA is a licensed professional nurse who provides the same anesthesia services as an anesthesiologist (MD). Nurse Anesthetists work with their patients for the entire procedure, monitoring important body function and modifying the anesthetic to ensure maximum comfort to the patient. After completing the program, our graduates become nationally certified and may practice in 50 states.
Family Nurse Practitioner
Application Deadline: for Fall Term Admission Dec 1

The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. In addition to content with a focus on all age groups, the program of study also provides you with in-depth knowledge and clinical experiences in areas such as: advance health assessment/physical diagnosing pathophysiology, health promotion, acute and chronic illness management, role development as a primary care clinician, pharmacology, reproductive and prenatal care.

Master of Public Health (MPH)
Application Deadline for Fall Term Admission: Feb 1 Application Deadline for Winter Term Admission: Dec 1

The Master of Public Health online track in Primary Health Care & Health Disparities is a dynamic innovative track that prepares students to become public health care leaders. Students in the MPH program are encouraged to identify and explore the socio-cultural, economic, psychosocial, political and organizational influences on the health care of populations. The theory and practice of primary health care emphasizes improvement in primary health care accessibility and quality for underserved populations. Health care disparities threaten efforts to improve health in the US and abroad and the presence of these disparities pose moral and ethical dilemmas. As long as disparities are present, overall healthcare quality will be poor and Public Health professionals are needed to address these issues.

Certified Nurse-Midwifery
Application Deadline for Fall Term Admission: Dec 1

The Certified Nurse-Midwifery program at OHSU School of Nursing teaches students to manage common gynecological problems, family planning, pregnancy, birth and the newborn period. Moreover, the program emphasizes the unique health care needs of women. The influences of family, culture and tradition, as well as social, economic and political forces serve as the context for our care of women, from menarche through menopause.

Psychiatric Mental Health Nurse Practitioner
Application Deadline for Fall Term Admission: Dec 1

The Psychiatric Mental Health Nurse Practitioner program at OHSU School of Nursing has earned a national reputation for its emphasis on primary mental health. The curriculum grounds students in the biological basis of mental illness and the prevention and treatment of mental health problems and mental disorders. Students study the interaction among biological and neurophysiological vulnerabilities, psychological and developmental factors and psychosocial and physical environmental stresses.

Post-Master Certificates
Advanced Practice Gerontology
Application Deadline for Fall Term Admission: Dec 1

If you want to pursue further graduate education and you already have a master’s degree in nursing, the School of Nursing offers a Post-Master’s Certificate Option. This program involves nine credits of didactic and up to seven credits of clinical practica: Aging Person and Family; Health Promotion, Understanding and Intervening for Common Geriatric Syndromes, Health Systems in the Care of the Older Adult, Clinical Practica with Older Adults. The didactic involves a week-long intensive followed by five weeks of online course work. Arrangements for clinical placements will be tailored to individual student needs.

Family Nurse Practitioner
Application Deadline: for Fall Term Admission: Dec 1

If you want to pursue further graduate education and you already have a master’s degree in nursing, the School of Nursing offers
admissions

a Post-Master’s Certificate Option The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. In addition to content with a focus on all age groups, the program of study also provides you with in-depth knowledge and clinical experiences in such areas as: advance health assessment/physical diagnosing pathophysiology, health promotion, acute and chronic illness management, role development as a primary care clinician, pharmacology, reproductive and prenatal care.

Certified Nurse Midwifery
Application Deadline for Fall Term Admission: Dec 1

If you want to pursue further graduate education and you already have a master’s degree in nursing, the School of Nursing offers a Post-Master’s Certificate Option The Certified Nurse-Midwifery program at OHSU School of Nursing teaches students to manage common gynecological problems, family planning, pregnancy, birth and the newborn period. Moreover, the program emphasizes the unique health care needs of women. The influences of family, culture and tradition, as well as social, economic and political forces serve as the context for our care of women, from menarche through menopause.

Nursing Education
Application Deadline: for Fall Term Admission: Dec 1

As a PMCO in nursing education student, you will learn how to help nursing students gain the competencies essential to their practice as registered nurses. You will learn to: facilitate clinical learning, develop competencies statements for adult learners, design instructional environments, use evaluation and assessment strategies, enhance your ability to function as change agent and leader, implement the educator role, use new technologies in teaching, and engage in the scholarship of teaching and learning.

Psychiatric Mental Health Nurse Practitioner (Adolescent Specialty Concentration)

If you want to pursue further graduate education and you already have a master’s degree in nursing, the School of Nursing offers the Post-Master’s Certificate Option in most specialties. The Psychiatric Mental Health Nurse Practitioner program at OHSU School of Nursing has earned a national reputation for its emphasis on primary mental health. The curriculum grounds students in the biological basis of mental illness and the prevention and treatment of mental health problems and mental disorders. Students study the interaction among biological and neurophysiological vulnerabilities, psychological and developmental factors and psychosocial and physical environmental stresses.

Doctorate of Philosophy

Philosophy of Doctoral Education
Application Deadline for Fall Term Admission: Dec 1

Doctoral students choose to focus their studies in one of several areas of research strengths within the School of Nursing. Faculty mentors provide the guidance in developing programs of study, research opportunities, and collegial relationships. The School has depth of research and scholarship in symptom management in life-threatening illness (e.g., heart disease and cancer) and chronic conditions (e.g., fibromyalgia), family care-giving, healthy aging and elder care, domestic violence, and parenting.

BS to PhD Program
Application Deadline for Fall Term Admission: Dec 1

The post-baccalaureate doctoral program is a mentored graduate program leading to the doctor of philosophy degree in nursing. The program is designed to support baccalaureate prepared nurses who wish to be nurse scientists. The program will provide the doctoral education needed to be able to launch their post-doctoral research programs early in their nursing careers.
Admission Policies

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

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

To be considered for admission all application materials must be submitted by the established application deadline. Applications received or completed after the established application deadline will be reviewed on a space available basis. All application materials become the property of the School of Nursing and will not be returned to the student or another party.

Decision letters regarding admission status are sent out by the OHSU School of Nursing. Provisional status admission may be granted to an applicant not meeting admission criteria, but whose professional or academic record indicates potential. A student on provisional admission is required to maintain a 3.0 GPA in the first nine credit hours of nursing course work. OHSU is an equal opportunity, affirmative action institution.

Admission Procedures

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

1. Review the priority application deadline for the academic program to which you are applying. This information can be found on our website at www.ohsu.edu/son or by calling the Office of Admissions at 503-494-7725. Applicants who do not submit all required materials by the stated deadline may not have their application reviewed for admission;
2. Complete the required pre-requisite course work and appropriate licensure requirements. Please review your specific program details for the listing of required pre-requisite courses or contact the Office of Admissions at 503-494-7725 or proginfo@ohsu.edu;
3. Submit the online application. The online application for each program typically opens three months prior to the application deadline. Go to www.ohsu.edu/son to start your online application;
4. Submit your application fee. Applicants are required to pay an application fee of $120 in order to have their application considered for admission. Applicants typically submit payment electronically during the online application process;
5. Supplemental application materials must be submitted to the Office of Admissions by the established application deadline. All materials can be sent to: OHSU School of Nursing, Office of Admissions SN-ADM, 3455 SW US Veterans Hospital Rd.,
Portland, OR 97239. Please see www.ohsu.edu for the pertinent application deadlines.

- **Undergraduate Application Required Application Items:**
  - Online Application and application signature page. If you do not submit the signature page, your application is considered incomplete;
  - Official transcripts from all institutions after high school attended
  - Admissions essay (see application for format and questions); and
  - Proof of completion of required prerequisite courses.

- **Master and Post Master Certification Option Application Required Application Items:**
  - Online Application and application signature page. If you do not submit the signature page, your application is considered incomplete;
  - Official transcripts from all institutions after high school attended;
  - Admissions essay (see application for format and questions);
  - Updated Resume or Vitae;
  - Official GRE scores (Not required for Post Master Applicants);
  - Three letters of recommendation;
  - Evidence of successful completion of a Statistics Course. This course must have been taken within the last 5 years with a grade of a “B” or higher.

- **Doctoral Application Required Supplemental Application Items:**
  - Online Application and application signature page. If you do not submit the signature page, your application is considered incomplete;
  - Official transcripts from all institutions after high school attended
  - Admissions essay (see application for format and questions);
  - Updated Resume or Vitae;
  - Sample of Scholarly Work;
  - Official GRE scores;
  - Three letters of recommendation;
  - Evidence of successful completion of a Statistics Course. This course must have been taken within the last 5 years with a grade of a “B” or higher.

**Re-Applying for Admission:**

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

**Admissions Process**

**Bachelor of Science Major in Nursing**

Applications to the Bachelor of Science major in Nursing program are available for Fall term admission only and are accepted Dec 15 – Feb 15 for the following academic year. Applicants may request admission to one or more OHSU campuses. If they are not accepted to the campus of their first choice, they may be reviewed for their additional choices on a space available basis.
Required Pre-Requisites

Students are eligible to apply for admission to the nursing major after completion of 30 credits of courses from the following list. The 30 credits must include at least Anatomy and Physiology I. In addition, an applicant must have demonstrated the required Math competency. Students who are selected for admission to the nursing program must complete the remaining credits to a total of 45 credits of prerequisites (by category as indicated) prior to matriculation. Application to the nursing program requires a minimum GPA of 2.75 for all completed prerequisites.

- **Anatomy and Physiology 12 credits**: A full sequence of human anatomy and physiology with laboratory, inclusive of all body systems. This sequence must be taken in its entirety. The first term of A&P must be completed prior to application to the nursing program; the full sequence must be taken prior to the first nursing course. Note: Chemistry or Biology may be required prior to the A&P sequence at some colleges/universities, please check individual college requirements.

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

- **Written English/English Composition (WR 121 & 122 or equivalent) 6 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.

- **Humanities, Social Science, or Natural Science 14 credits**: Selection of these electives may serve as a foundation for a focused area of study, and must include a minimum of at least six credits from the Social Sciences.

- **Human Development 3 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.

- **Electives 7 credits**: In order to meet the minimum 45 credits required for entry to nursing school. Electives may include math and foreign language, 100 level or higher, and may include the extra credits when a 4 or 5 credit course is taken to meet a 3 credit requirement.

Required Competencies

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

- **Basic Computer Literacy**: Students are advised that success in a nursing program requires that students be computer literate, including at least word processing, use of spreadsheets, and web searches. In some colleges, computer proficiency is an admission requirement. Even when it is not, students without computer experience should seek out opportunities for remediation in this competency prior to entering the nursing program.
• **Foreign Language Proficiency Requirement:** Language proficiency is a baccalaureate graduation requirement that can be met by 1) two years of high school language, 2) two quarters of college level language, or 3) a language proficiency examination. College level (100 and above) credits in the foreign languages count toward the 45 prerequisite credits as well as the associate degree and baccalaureate degree credits. American Sign Language is an accepted language to meet this requirement.

At the time of designation, the student will be provided with a list of partner institutions where the Arts, Letters & Sciences courses can be included when determining and releasing financial aid. If a student receiving financial aid designates an institution that is not on that list, their financial aid will only be based on their nursing courses through OHSU. If the student decides to change the institution that they are dually enrolled with for the required Arts, Letters, & Sciences courses, they must notify the OHSU Office of Registrar and Financial Aid as it may impact their financial aid award.

**Bachelor of Science Dual Enrollment for Non-Nursing Coursework**

OHSU does not offer Arts, Letters & Sciences courses. Therefore, admitted students will take only nursing courses through OHSU. In order to fulfill the OHSU Bachelor of Science degree requirements within four years, students will need to also complete their Arts, Letters & Sciences courses at another institution.

Students are responsible for finding, enrolling, and transferring coursework from other institutions to OHSU in order to complete the Bachelor of Science degree requirements. The institution where the coursework is taken will bill the students. OHSU School of Nursing and academic advisors from partner institutions may provide information to assist the student in creating a yearly, dual enrollment plan to meet the OHSU Bachelor of Science degree requirements.

Students will need to designate at which institution they will be dually enrolled for completion of the required Arts, Letters & Sciences courses. Students, who start their nursing courses at OHSU-Portland, La Grande, Klamath Falls, or Ashland, will designate the institution at the time of admissions. Students, continuing on for the bachelors at partner community colleges, will designate the institution at the time they notify OHSU of their intent to continue on for their bachelor degree.

At the time of designation, the student will be provided with a list of partner institutions where the Arts, Letters & Sciences courses can be included when determining and releasing financial aid. If a student receiving financial aid designates an institution that is not on that list, their financial aid will only be based on their nursing courses through OHSU. If the student decides to change the institution that they are dually enrolled with for the required Arts, Letters, & Sciences courses, they must notify the OHSU Office of Registrar and Financial Aid as it may impact their financial aid award.

**Bachelor of Science Major in Nursing for Registered Nurses (RN/BS)**

This program offers RNs the nursing coursework required for a Bachelor of Science in Nursing. Students must complete non-nursing required courses at other universities or community colleges. Program length varies depending upon the student’s previous education and the number of courses taken each quarter. The RN/BS Program offers upper-division courses in a variety of distance and in-person formats. RN/BS students take courses online, as intensives, by passing challenge exams and preparing portfolios, or in on-campus classes.

**Applicant must:**

- Be licensed as a registered nurse; and
- Have a minimum GPA of 2.50 based on all transferable credits. (Note: From the Spring 2008 admission forward, students admitted to the OCNE curriculum must have a GPA of 2.75 or higher)

The Bachelor of Science Degree Program for Registered Nurses admits new students twice a year—in spring term and in fall term. Applications are available online from October 1 through December 30 for spring admission and from April 1 through June 30 for fall admission.
RN/BS & the Oregon Consortium for Nursing Education (OCNE) – A transition to a new curriculum

The OHSU School of Nursing has partnered with many of Oregon’s community colleges and is currently moving to a new curriculum as part of the Oregon Consortium for Nursing Education (OCNE). Because students enter the RN/BS Program as senior level students, the RN/BS program at OHSU will not fold into the OCNE curriculum until Fall 2008. Students admitted through Fall 2007 will fall under the current non-nursing requirements for graduation. RNs entering the RN/BS Program in the Spring of 2008 will have OCNE non-nursing requirements.

Pre-Requisite Courses

Below are the lists of pre-requisites for admissions through Fall 2007. Note that in Spring 2008 students will need to meet the OCNE non-nursing requirements.

- For Fall 2006 and Spring 2007, pre-requisites for admission are:
  - English composition (Writing), 6 of the 9 required credits
  - Math 95 or Math 111 College Algebra in progress or completed, or by competency demonstration in College Placement Test (CPT) or ASSET.
  - Chemistry, 1 term
  - General Psychology
  - Human Growth and Development
  - General Sociology OR Cultural Anthropology

- For Fall 2007, pre-requisites for admission will expand to include:
  - English composition (Writing), 9 of the 9 required credits
  - Math 95 or Math 111 College Algebra in progress or completed, or by competency demonstration in College Placement Test (CPT) or ASSET.
  - Chemistry, 1 term
  - General Psychology
  - Human Growth and Development
  - General Sociology
  - Cultural Anthropology
  - Statistics

Non-Nursing Courses Required for Graduation (Applies to RN/BS Students admitted up through Fall 2007)

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

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

Transcript Evaluation

When you are admitted into the RN/BS Program, you will receive a copy of the OHSU Registrar’s official transcript evaluation. This transcript evaluation will identify which general education or non-nursing courses you have received credit for and which you have left to complete. Already completed courses that are accepted for transfer will be indicated on the transcript evaluation with an “X.” Courses that you will need to complete for the degree requirements will be listed separately.

Note that you will receive 30 credits by Articulation—you pay a fee of $10 per credit and the credits get “articulated” to your OHSU transcript based on the work we know you did for your associate degree. This articulation process can take place any time before you graduate. When you are ready to articulate your 30 credits, you fill out a form and turn it in with your payment of $300. The remaining 41 credits worth of courses on the bottom right side of the worksheet are the 11 courses you will be completing in the RN/BS program.
**Distance Courses that Meet Non-Nursing Requirements**

The RN/BS Program posts a web page at http://www.ohsu.edu/son/academic/RN/BS-distcrs.shtml that lists courses available at a distance that meet the non-nursing requirements. If you find you cannot attend a regularly scheduled on-campus course at your local community college, or if the course you need is not available locally, visit our “Courses at a Distance that Meet Non-Nursing Requirements” web page for some alternative suggestions. If you locate a user-friendly distance course that worked well for you and is not listed, please let us know so we can add it to our web page.

**Transfer Applicants to the Bachelor of Science Major in Nursing**

**Recommended Advanced Placement and Transfer Policy:**

1. Any student enrolled and in good standing at an accredited school of nursing, or having been enrolled and in good standing within the past two years, may apply for admission with advanced standing. Transfer students must complete the application process at least one full quarter before the anticipated date of admission. They must submit a regular School of Nursing application, official transcripts, recommendations and a catalog from the institution of transfer so that course equivalencies may be assessed. Pre-professional and graduation course requirements are the same as outlined for the basic student. A grade point average of 2.75 is required for admission. In addition, the student must submit a letter explaining the reason for the transfer and a letter of recommendation from the dean of the student’s present school of nursing.

2. For transfer between consortium schools – on a space available basis: a) a student in good standing at one partner school, may transfer seamlessly at the beginning of an academic year. A referral is required to assure good standing, which includes meeting both academic and conduct standards. b) Transfer at times other than beginning of an academic year, requires review of the student’s program of study and documentation of competency attainment matched to the program of study in the new program. Supplemental study may be required to place the student at the appropriate level.

3. For advanced placement of non-consortium students – on a space available basis: a) all prerequisites would be required; comparable transcripted credits for prerequisites and general education would be recognized by college policy. b) Advanced placement applicants would engage in a competency assessment process starting with competencies at the beginning of the nursing courses and placed in the program according to individual competency demonstration.

**Master, Post Master, and Doctoral Programs**

Three degrees are available at the master level: Master of Science, Master of Nursing, and Master of Public Health. A post master certificate option (PMCO) is offered in most specialties. At the doctoral level, a Doctor of Philosophy is offered.

Applications to the Master, Post Master, or Doctoral programs are available for Fall term admission only with a priority application deadline of December 1st. Oregon Master in Public Health accepts applications for Fall and Winter term with a February 1st deadline for Fall admissions and a December 1st deadline for Winter term admission.

Master and PhD students must have successfully passed a statistics course with a grade of “B” or better within five years prior to entry into the Master program (except for applicants to the MPH program who must have a “C” or better with no time limits). If this requirement has not been met, the student will be required to take an undergraduate or graduate level statistics course before entering the program of study. The statistics course will not
count toward the master degree requirements in the student’s program of study.

In addition, it is expected that applicants to the graduate program, except those applying to the OMPH program, have a BS in nursing or BSN degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission of Collegiate Nursing Education (CCNE). Students are also expected to have a minimum undergraduate GPA of 3.0, be eligible for an Oregon registered nurse license, or be licensed in the state of Oregon prior to matriculation.

Some specialties require an applicant to have completed at least one year of clinical practice as an RN. Please confirm with the program any additional requirements.

Post-Master Certificate Option (PMCO)

For those wishing to pursue further graduate education that already have a master degree in nursing, the School of Nursing offers post master certificate options in most specialties. The application process is the same as the master degree process, except the GRE is not required. Admission is limited by space availability and programs may be taken either full time or part time.

In addition to the PMCO offered in clinical specialties, a PMCO in Nursing Education is also available.

International Applicants

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

1. Applicants must fulfill the general requirements as described for the specific program or specialty to which they are applying. Please refer to the website at www.ohsu.edu/son or contact the Office of Admissions at 503-494-7725 or at proginfo@ohsu.edu for more information.
2. Applicants must have a course-by-course evaluation of their non-United States transcripts by a transcript and credential evaluation service (World Education Services, http://www.wes.org or 212-966-6311. This can take up to 4 weeks to process.
3. Applicants must have their credentials evaluated by a transcript and credential evaluation service such as CGFNS Credential Evaluation Service, http://www.cgfns.org or 215-222-8454. This process can take between 5-7 weeks.
4. Applicants must have a passing score on the paper version Test of English as a Foreign Language (TOEFL) of 560 or a 220 score on the computer version. Applicants must also have a score of 4.5 on the Test of Written English (TWE), and a score of 55 on the Test of Spoken English (TSE) which are two components of the TOEFL. OHSU School of Nursing requires all three test scores. Please note: If your nursing education was in the United States, you are not required to take the TOEFL, TSE or TWE.
5. To apply to the master Advanced Practice Nursing program students must have a full Oregon nursing license. A limited license is acceptable if applying to the Oregon Master of Public Health (OMPH).

TOEFL Information

Test of English as a Foreign Language (TOEFL) PO Box 899, Princeton, New Jersey 08540, (609) 771-7100 www.ets.org/toefl

State Board of Nursing Information

Oregon State Board of Nursing, 800 NE Oregon Street, #25, Portland, OR 97232, (503) 731-4745 Fax: (503) 731-4755 http://www.osbn.state.or.us
**Full Oregon Nursing License**

To obtain a full Oregon nursing license you must take the Oregon Registered Nurse Licensing Examination (NCLEX). Before you will be allowed to take the NCLEX, you must fulfill ONE of the following requirements:

1. A passing score on both sections of the Commission of Graduates of Foreign Nursing Schools (CGFNS) qualifying examination (Commission on Graduate of Foreign Nursing Schools (CGFNS) 3624 Market Street, Philadelphia, PN 19104-2679; http://www.cgfns.org);
2. A score of 560 or better on the paper-based Written Test of English as a Foreign Language (TOEFL) AND a Test of Written English (TWE) or a computer-based TOEFL score of 220 and the Test of Spoken English (TSE);
3. Transcript evaluation;
4. Obtained your nursing education in English using English textbooks; or
5. Practiced nursing in English in the past two years (960 hours of practice)

**Limited Oregon Nursing License**

To obtain a limited Oregon Nursing license you must fulfill the following:

1. A passing score on both sections of the Commission of Graduates of Foreign Nursing Schools (CGFNS) qualifying examination (Commission on Graduate of Foreign Nursing Schools (CGFNS) 3624 Market Street, Philadelphia, PN 19104-2679; http://www.cgfns.org);
2. A score of 540 or better on the paper-based Written Test of English as a Foreign Language (TOEFL) and a Test of Written English (TWE) or a computer based TOEFL score of 207 and a Test of Written English (TWE); and
3. A transcript evaluation from a listed transcript evaluation service such as the following:
   - **World Education Services, Inc.**
     P.O. Box 745 Old Chelsea Station New York, NY 10113-0745 (212) 966-6311 E-mail: info@wes.org www.wes.org Services: Document-by-document Report; Course-by-course Report
     Turn Around Time: 4 weeks
   - **CGFNS Credential Evaluation Service**
     3600 Market Street, Suite 400 Philadelphia, PA 19104-2651 (215) 222-8454 Fax: (215) 662-0425 www.cgfns.org Services: General Report (Credential Evaluation); Nursing & Science Course-by-course Report; Full Nursing Education Course-by-course Report
     Turn Around Time: 5-7 weeks
Please note that while some academic programs have additional guidebooks or information, this document acts as the official OHSU SON Catalog and Handbook and supersedes content in programmatic handbooks and guidelines.

**Programs**

During the 2006-2007 academic year, students were entered into two different undergraduate curricula: Classic and OCNE. Please be sure that you are referring to the correct program.

**Classic Undergraduate Program**

**End of Program Competencies**

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

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

Degree Requirements

All students admitted to the OHSU School of Nursing must have completed 93 quarter credits of lower division requirements at an accredited community college, college or university prior to matriculation. Although students may apply while in the process of completing the admission requirements, those admitted will provide a final transcript prior to registration at OHSU reflecting the completion of certain courses. The official transcript must indicate completion of no less than 93 quarter (62 semester) hours of transferable college credits.

To promote breadth of liberal education, all candidates for a bachelor’s degree are required to take a minimum of 36 quarter credits, with at least nine credits in each of the three general education groups (arts and letters, and humanities, social science and science).

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

Social Science Electives:
- Anthropology
- Economics

General Social Science:
- History
- Psychology

Religion
- Political Science
- Sociology

Students are required to have 36 credit hours in the major, including 24 hours in upper-division courses. Additionally, students are required to have a minimum of 62 credit hours in upper-division courses.

Successful graduation from the OHSU SON requires a minimum accumulated GPA of 2.5 for all courses applicable for credit toward the baccalaureate degree.

Lower Division Non-Nursing Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Chemistry to include Biochemistry* ..........</td>
<td>12</td>
</tr>
<tr>
<td>Human Anatomy and Physiology* ..............</td>
<td>12</td>
</tr>
<tr>
<td>Microbiology*</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition*</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (Descriptive and Inferential)*</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits:</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Credits</th>
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</thead>
<tbody>
<tr>
<td>Arts and Letters and Humanities</td>
<td></td>
</tr>
<tr>
<td>Arts and Letters and Humanities Electives</td>
<td>12</td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>9</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal and Small Group Communication</td>
<td>6 or 3*</td>
</tr>
<tr>
<td>(Philosophy, Foreign Language, Intercultural Communication and/or Sign Language recommended)</td>
<td>6 or 3*</td>
</tr>
<tr>
<td>Total Credits:</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences/Social Sciences</td>
<td></td>
</tr>
<tr>
<td>General Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>General Sociology*</td>
<td>3</td>
</tr>
<tr>
<td>Human Development (Lifespan)*</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Anthropology*</td>
<td>3</td>
</tr>
</tbody>
</table>
Social Science Elective**
( Political Science, Economics
or Business Sciences
Recommended) .................... 3
Total Credits: .................... 15

Electives** ..........................11
Lower Division Total: .............. 93

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

Upper Division Nursing Course Work

The following is a sample curriculum for
the Bachelor of Science program in nursing.
Each credit in a theory course is the equivalent
of one contact hour. Each credit in a practicum
course is the equivalent of three contact hours.
All lower division requirements must be taken
prior to admission to the junior year. Students
who have a bachelor’s degree in another field
need only the asterisk (*) prerequisites.

Course Quarter Credits

Upper Division Nursing Major
Program of Study

Junior Year
NURS 370 Foundations for Nursing
Practice .................................. 2
NURS 360 Health Assessment .......... 3
NURS 362 Health Promotion .......... 2
NURS 361 Health Assessment &
Health Promotion Practicum .......... 2
NURS 368 Introduction to Clinical
Nursing .................................. 3
NURS 369 Introduction to Clinical
Nursing Practicum .................... 4
NURS 372 Pathophysiological
Process: A Foundation for
Nursing Practice ....................... 3
NURS 374 Clinical Pharmacology .... 3
NURS 354 Chronic Illness/Family .... 4
NURS 356 End of Life Care/Family ... 4
NURS 384 Nursing Care of Adults with
Physiological Alterations .......... 4
NURS 385 Nursing Care of Adults
with Physiological Alterations
Practicum ............................. 5
NURS 386 Nursing Care of Families
During Health and Illness .......... 4
NURS 387 Nursing Care of Families
During Health and Illness
Practicum ............................. 5

Senior Year
NURS 472 Leadership and
Management in Nursing .......... 3
NURS 476 Ethics in Nursing ......... 3
NURS 474 Health Policy in Nursing .. 3
NURS 484 Mental Health Nursing .... 4
NURS 485 or NURS 485 A-C Mental
Health Nursing Practicum. This
course is offered either as one practicum course or as
a series over three quarters in the Junior and
Senior year. Sequencing varies by
campus. ............................. 5
NURS 486 Community &
Environmental Health Nursing .... 4
NURS 487 Community &
Environmental Health Nursing
Practicum ............................. 5
NURS 488 A & B Reflective
Practice Seminar. Total of 4
credits. May be split over two
quarters. ............................. 4
NURS 471 Clinical Focus Practicum
This course is offered either as one
practicum course or as a series over
several quarters during the Senior
year. Sequencing varies by campus. .7
NURS 489 Reflective Practice
Practicum ............................. 7

Total Lower Division Credits .......... 93
Total Upper Division Credits .......... 93
Total Degree Credits ................. 186

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

OHSU School of Nursing
Student Handbook and Course Catalog 2006-2007
clinical experiences. Course sequence varies by campus; please check with your advisor to plan your course of study.

Oregon Consortium of Nursing Education (OCNE)

End of Program Competencies

The competencies defined by the OCNE curriculum committee are based on a view of nursing as a theory-guided, evidenced-based discipline. The competencies also recognize that effective nursing requires a special kind of person with particular values, attitudes, habits and skills. Accordingly there are two categories of competencies, professional competencies, and nursing care competencies. Professional competencies—define the values, attitudes and practices that competent nurses embody and may share with members of other professions; nursing care competencies—define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing the discipline and competencies that encompass understanding of the broader health care system. In all cases, the client is defined as the recipient of care, is considered active participant in care, and includes the individual, family or community.

Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping client (individuals, families or communities) promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

Progression Requirements

Academic performance: Graduation requires a minimum accumulated GPA of 2.0 for all courses applicable for credit toward the baccalaureate degree.

Group requirements: To promote breadth of liberal education, all candidates for a bachelor’s degree are required to take a minimum of 36 quarter credits, with at least nine credits in each of the three general education groups (arts and letters and humanities, social science and science).

Professional Competencies

1. A competent nurse’s personal and professional actions are based on a set of shared core nursing values through the understanding that...

   1.1. Nursing is a humanitarian profession based on a set of core nursing values, including: social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior, and that a competent nurse embodies these values.

   1.2. There are ethical dilemmas embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline.

2. A competent nurse develops insight through reflection, self-analysis, and self-care through the understanding that...

   2.1. Ongoing reflection, critical examination and evaluation of one’s professional and personal life 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 ongoing self-directed learning with the understanding that...

   3.1. Knowledge and skills are dynamic and evolving; in order to maintain competency one must continuously update.

   3.2. There is an array of communication and information technologies available to enhance continuous learning, and it is essential to be able to use these effectively.

4. A competent nurse demonstrates leader-
**ship in nursing and health care** through the understanding that...

4.1. An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving.

4.2. A competent nurse effectively uses management principles, strategies and tools.

4.3. An effective nurse is skilled in working with assistive nursing personnel including the delegation of responsibilities and supervision.

5. **A competent nurse collaborates as part of a health care team** through the understanding that...

5.1. The client is an essential member of the healthcare team.

5.2. Successful health care depends on a team effort, and collaboration with others in a collegial team is essential for success in serving clients.

5.3. Learning and growth depend on receiving and using constructive feedback; effective team members must be both open to feedback and able to give useful feedback in a constructive manner.

5.4. Supporting the holistic development of colleagues creates an environment that positively impacts client care.

6. **A competent nurse practices within, utilizes, and contributes to the broader health care system** through the understanding that...

6.1. Professional nursing has a legally defined standard of practice.

6.2. The components of the system (e.g., resources, constraints, regulations) must be considered when coordinating care and developing interdisciplinary planning.

6.3. The effective nurse contributes to improvements of the health care system through the collection and analysis of data and involvement in policy decision-making processes and political activities.

6.4. An effective nurse contributes to improving access to health care.

6.5. Each nurse has the responsibility for effective and efficient management and utilization of health care resources.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Group Requirements:

Natural Sciences Group  crs.

*Anatomy & Physiology I .......................... 4
*Anatomy & Physiology II .......................... 4
*Anatomy & Physiology III .......................... 4
*Nutrition ........................................... 3
*Microbiology ........................................ 4
*Biology w/ Genetics ................................ 3
*Statistics .......................................... 4
TOTAL .................................................. 26

English Composition

*English Comp I ........................................ 3
*English Comp II ........................................ 3
*Technical/Scientific Writing ...................... 3
TOTAL .................................................. 9

Humanities Group (9 crs.)

*Humanities electives
TOTAL .................................................. 9

Social Science Group (9 crs.)

*Human Development ................................ 3
*Social Science electives ......................... 6
TOTAL .................................................. 9

<table>
<thead>
<tr>
<th>Total Group Credits</th>
<th>53</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.*Total Group Credits</td>
<td>53</td>
</tr>
<tr>
<td>2.Total Nursing requirements</td>
<td>93</td>
</tr>
<tr>
<td>3.*Total Arts, Ltrs. &amp; Science elec.</td>
<td>34</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQ. FOR B.S. .. 180

Humanities Electives:

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

Social Science Electives:

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

OCNE Curriculum  crs.

NRS 110/210 - Health Promotion  ....... 9
NRS 111/211 - Chronic Illness .......... 6
NRS 112/212 - Acute Care I ............. 6
NRS 230 - Pharmacology I .................. 3
NRS 231 - Pharmacology II .................. 3
NRS 232 - Pathophysiology I .............. 3
NRS 233 - Pathophysiology II .............. 3
NRS 221/321 - Chronic Illn/End of Life.. 9
NRS 222/322 - Nursing in Acute Care II .. 9
NRS 410 - Pop. Base Chronic Illn/Hlth .. 9
NRS 411 - Epidemiology ...................... 3
NRS 412 - Ldrship/Outcomes Mng ....... 10
NRS 424 - Immersion I ++ .................. 6/10
NRS 425 - Immersion II ...................... 10
Total Nursing requirements ............... 93
++AAS in Nursing enroll for 6 credits
++No AAS in Nursing enroll for 10 credits

Other degree requirements:

1.*Foreign Language Competency met by:
   a) 2 years high school foreign language or
   b) two quarters of college level language or
   c) foreign language proficiency exam
2. 62 credits must be in upper division (300/400)
3. *15 credits of the 62 upper division credits
   must be in Arts, Letters & Sciences
4. 2.0 Cumulative GPA
5. Minimum C grade in courses used for degree
6. *Total Arts, Letters & Science electives 34

*Courses not available at OHSU and will be taken either during the prerequisite year or while dually enrolled with OHSU and another institution.
Sample of a 4-year Program of Study Plan

Courses listed below with an (*) are not offered at OHSU.

Pre-requisite Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Human Anatomy Physiology</td>
<td>12</td>
</tr>
<tr>
<td>*Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>*Math 95 or Higher **</td>
<td>4</td>
</tr>
<tr>
<td>*Written English/English composition</td>
<td>6</td>
</tr>
<tr>
<td>*Human Development</td>
<td></td>
</tr>
<tr>
<td>*Foreign Language Competency</td>
<td>varies</td>
</tr>
<tr>
<td>*Computer Literacy</td>
<td>varies</td>
</tr>
<tr>
<td>*Humanities electives</td>
<td>3</td>
</tr>
<tr>
<td>*Social Science electives</td>
<td>6</td>
</tr>
<tr>
<td>*Arts, Letters &amp; Sciences electives</td>
<td>8 - 12</td>
</tr>
<tr>
<td>Total Required minimum</td>
<td>45</td>
</tr>
</tbody>
</table>

**Math 95 or higher: 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. Note: Math 95 credits are not applicable to credits for the Bachelor's degree; however, Math courses that are 100 or higher may be included in the credits that are applied to the prerequisites and to the degree. (In choosing a math course the student is advised to consider the prerequisite for Statistics, which will be required later in the nursing program.)

Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>*Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>*Biology with Genetics</td>
<td>3</td>
</tr>
<tr>
<td>NRS 110/210 - Foundations of Nursing: Health</td>
<td>9</td>
</tr>
<tr>
<td>NRS 230 - Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 231 - Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 232 - Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 233 - Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 111/211 - Foundations of Nursing: Chronic Illness I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 112/212 - Foundations of Nursing: Acute Care I</td>
<td>6</td>
</tr>
<tr>
<td>*Scientific or Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>*Humanities electives</td>
<td>3</td>
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<tr>
<td>Total Sophomore Year</td>
<td>46</td>
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Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRS 222/322 - Nursing in Acute Care II</td>
<td>9</td>
</tr>
<tr>
<td>NRS 221/321 - Nursing in Chronic Illness II and End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 410 - Population-based Chronic Illness &amp; Health Population</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411 - Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>*Statistics</td>
<td>4</td>
</tr>
<tr>
<td>*Humanities electives</td>
<td>3</td>
</tr>
<tr>
<td>*Arts, Letters &amp; Sciences electives</td>
<td>9</td>
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<tr>
<td>Total Junior Year</td>
<td>46</td>
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</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 412 - Leadership &amp; Outcomes Management in Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRS 424 - Immersion I</td>
<td>6-10</td>
</tr>
<tr>
<td>NRS 425 - Immersion II</td>
<td>10</td>
</tr>
<tr>
<td>*Arts, Letters &amp; Sciences electives</td>
<td>13 - 17</td>
</tr>
<tr>
<td>Total Senior Year</td>
<td>43</td>
</tr>
</tbody>
</table>

Total Credits Required to Meet Degree Requirements

180

Courses 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.
Bachelor of Science Degree Program for Registered Nurses (RN/BS)

The Bachelor of Science Degree Program for Registered Nurses admits new students twice a year—in spring term and in fall term. Applications are available online from October 1 through December 30 for spring admission and from April 1 through June 30 for fall admission.

OHSU School of Nursing offers RNs the nursing coursework required for a bachelor’s degree. Students must complete non-nursing required courses at other universities or community colleges. Program length varies depending upon the student’s previous education and the number of courses taken each quarter. The RN/BS Program offers upper-division courses in a variety of distance and in-person formats. RN/BS students take courses online, as intensives, by passing challenge exams or preparing portfolios.

The RN to BS program is based on a set of core competencies. These competencies are deemed essential for today’s baccalaureate prepared nurse. By the time you complete the RN to BS program you should be able to:

- Use theoretical concepts, research findings and other evidence and ways of knowing to guide nursing practice with clients across the lifespan, in varied settings.
- Make judgments/decisions (based on appropriate data, nursing knowledge, and research) and use as sources for reflecting on assumptions, values, and knowledge bases.
- Develop realistic goals for lifelong learning that reflect individual interests/strengths, areas for growth, and knowledge of current practice.
- Use theoretical concepts, research findings and other evidence and ways of knowing to guide nursing practice with clients across the lifespan, in varied settings.
- Partner with clients at all levels in making decisions in practice, teaching and management/leadership.
- Make judgments/decisions (based on appropriate data, nursing knowledge, and research) and use as sources for reflecting on assumptions, values, and knowledge bases.
- PRACTICE: Practice relationship-centered care.
- TEACHING: Use teaching process to facilitate learners’ abilities to optimize their potential (for health, for competency, for skills, etc.)
- LEADERSHIP/MANAGEMENT: Use leadership skills to meet client needs, effectively utilize resources, and provide quality management.
- Demonstrate knowledge and skills in communication and interdisciplinary collaboration.

Applying to the Program

The Bachelor of Science Degree Program for Registered Nurses admits new students twice a year—in spring term and in fall term. Applications are available online from October 1 through December 30 for spring admission and from April 1 through June 30 for fall admission.

Applicant must:

- Be licensed as a registered nurse; and
- Have a minimum GPA of 2.50 based on all transferable credits. (Note: From the Spring 2008 admission forward, students admitted to the OCNE curriculum must have a GPA of 2.75 or higher.)

Program of Study

Prior to the start of their first term, new students complete a Program of Study Survey designed to assist them in figuring out how to fit studying for upper-division college courses into already busy lives. On the basis of the student’s response to the survey, the Program of Study Adviser recommends an appropriate plan for completing the required nursing courses, either taking one nursing course a term or two. The RN/BS program will transition to the OCNE curriculum in June 2008 and students continuing in the program at that time will transition as well.
# OHSU School of Nursing RN/BS Program

## Recommended Programs of Study beginning Fall 2006

<table>
<thead>
<tr>
<th>TERM</th>
<th>“A” Program: One Course per Term</th>
<th>“B” Program: Two Courses Per Term</th>
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<tbody>
<tr>
<td><strong>Fall 2006</strong></td>
<td>N352 Intro. to Evidence Based Practice - Intensive OR online</td>
<td>N352 Intro. to Evidence Based Practice - Intensive OR online N362 Health Promotion - Intensive OR online</td>
</tr>
<tr>
<td><strong>Winter 2007</strong></td>
<td>N474 Health Policy - Online</td>
<td>N474 Health Policy - Online N476 Ethics – Intensive OR online</td>
</tr>
<tr>
<td><strong>Spring 2007</strong></td>
<td>N362 Health Promotion - Intensive OR Online</td>
<td>N372 Pathophysiology – Online N356 End of Life Care/Family – Intensive</td>
</tr>
<tr>
<td><strong>Summer 2007</strong></td>
<td>N476 Ethics Intensive OR online</td>
<td>N354 Chronic Illness/Family – Intensive N472 Leadership Intensive OR Online</td>
</tr>
<tr>
<td><strong>Fall 2007</strong></td>
<td>N372 Pathophysiology – Online</td>
<td>N486 Community Health theory – Online</td>
</tr>
<tr>
<td><strong>Winter 2008</strong></td>
<td>N354 Chronic Illness/Family - Intensive</td>
<td>N487 Community Health clinical - Online and local or by portfolio due Oct. 1, 2007</td>
</tr>
<tr>
<td><strong>Spring 2008</strong></td>
<td>N356 End of Life Care/Family - Intensive</td>
<td>N489 Reflective Practice theory and clinical - Online and local or by portfolio due Dec. 31, 2007</td>
</tr>
<tr>
<td><strong>Summer 2008</strong></td>
<td>OCNE course to be determined</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2008</strong></td>
<td>OCNE course to be determined</td>
<td></td>
</tr>
<tr>
<td><strong>Winter 2009</strong></td>
<td>OCNE course to be determined</td>
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</tr>
<tr>
<td><strong>Spring 2009</strong></td>
<td>OCNE course to be determined</td>
<td></td>
</tr>
</tbody>
</table>
GRADUATE PROGRAM

Graduate Program

Three degrees are available at the master level: Master of Science, Master of Nursing and Master of Public Health. A post master certificate option (PMCO) is offered in most specialties. At the doctoral level, a Doctor of Philosophy is offered.

Prerequisites:

All graduate and PhD programs require specific entrance prerequisites in order to be considered for admission and matriculation. Please review the required prerequisites at www.ohsu.edu/son for more information. Applicants must complete the required prerequisites prior to application or be able to prove that the requirements will be fulfilled by the time the student enrolls.

All Master and Doctoral applicants, except those applying to the post master certificate option or those applying to the Oregon MPH if they already have a graduate degree, are required to take the Graduate Record Examination (GRE). There is no time limit for when GRE’s were taken, however, a copy of official GRE scores must be submitted with the application. The minimum expectation is a combined score of 1,000 on the Verbal and Quantitative sections. The GRE needs to be taken early as the results take approximately six weeks to reach OHSU. Unofficial scores may be noted on the application pending receipt of the official scores from the Educational Testing Service. Applications that are submitted without the GRE scores will be considered incomplete and will not be reviewed for admission without this necessary paperwork. Information about the Graduate Record Exam can be found at: Educational Testing Service http://www.gre.org

Master and PhD students must have successfully passed a statistics course with a grade of “B” or better within five years prior to entry into the Master program (except for applicants to the MPH program who must have a “C” or better with no time limits). If this requirement has not been met, the student will be required to take an undergraduate or graduate level statistics course before entering the program of study. The statistics course will not count toward the master degree requirements in the student’s program of study.

In addition, it is expected that applicants to the graduate program, except those applying to the OMPH program, have a BS in nursing or BSN degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission of Collegiate Nursing Education (CCNE). Students are also expected to have a minimum undergraduate GPA of 3.0, be eligible for an Oregon registered nurse license, or be licensed in the state of Oregon prior to matriculation.

Some specialties require an applicant to have completed at least one year of clinical practice as an RN. Please confirm with the program any additional requirements.
Master Degree Program

Program Description

The master’s component at the School of Nursing has numerous specialty areas: Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Nurse-Midwifery. Students are presented with learning experiences that reflect the integration of theory, research and practice in nursing. Within courses, the relative emphasis on each of these elements varies. However, to ensure that students become clinically expert and able to utilize research approaches within their practice, the overall program of study reflects a balance of theory, practice and research. The School of Nursing also offers the Primary Health Care and Health Disparities track of the Oregon Master of Public Health Program. This is a non-nursing option and students are presented with experiences that provide innovative leadership, education, research, and service in public health throughout Oregon, regionally, nationally, and internationally.

Requirements

A minimum of 45 credits is required to obtain the Master degree; however, some specialties require more credits to complete their degree requirements in order to meet accreditation criteria or to ensure that graduates are eligible for national certification examinations. Students review and develop a program of study in consultation with an academic adviser. Both full- and part-time study are available for most specialties.

Candidates for a Master of Science conduct a research/practice improvement project. The Master of Nursing degree does not require this project. For most Master degree specialties, the research project is optional. MPH students do not complete a Master Research Project or practice improvement project; however, students will be required to complete a Graduate Internship in Public Health.

Objectives

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

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

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

• Apply evidence-based knowledge of health determinants to public health issues;
• Select and employ appropriate methods for design, analysis, and synthesis to address population-based health problems;
• Integrate understanding of the interrelationship among the organization, delivery, and financing of health-related services;
• Communicate public health principles and concepts through various strategies across multiple sectors of the community;
• Employ ethical principles and behaviors;
• Enact cultural competence and promote diversity in public health research and practice; and
• Apply public health knowledge and skills in practical settings.

Master’s Program of Study

Core Courses — All Specialties except MPH

The master’s curriculum is composed of a minimum of 45 credit hours. The range of credits varies with each specialty. The core courses focus on concepts and processes central to advanced practice nursing.

Master’s Core Courses Credits

NURS 503 Master’s Research/Practice Improvement Project (required for MS degree) ......................................................... 3-6
NURS 510 Research Methods and Evidence-based Practice ** ................................ 4
As the 21st century begins, the community is a critical arena for meeting and solving major public health issues. Emerging diseases, the untoward effects of technology on the environment with resulting health effects, shifts in care management systems, and the increased emphasis on health promotion and disease prevention are increasing demand for creative applications of the health sciences. Community and public health nursing is key to fulfilling this demand.

The Primary Health Care & Health Disparities Master of Public Health specialty welcomes qualified applicants who are new to community and public health practice, as well as those who are more experienced. Qualified applicants with a bachelor’s degree in a field other than nursing are also encouraged to apply.

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

The Primary Health Care & Health Disparities Master of Public Health specialty offers the following degree options to meet varied community and student needs. Applicants to the dual degree option must apply to both the School of Nursing graduate program and the Oregon Master of Public Health Program (OMPH).

The OMPH Primary Health Care & Health Disparities (PHC & HD) track requires 58 credit hours of study. The degree program is only offered ONLINE.

Master of Science in Community and Public Health Nursing and Master of Public Health dual degree. This degree option requires 77 credit hours of study.

Ph.D. in Nursing and Master of Public Health dual degree. This degree option requires 127 credit hours of study.

Required Courses

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

Track Core Courses
CPH 507A Public Health Seminar .......... 3
CPH 509A Graduate Internship in Public Health .................................. 6
CPH 510 Research Methods & Evidence Based Practice .................. 4
CPH 512 Critical Analysis of Health Disparities .................. 4
CPH 535 Principles and Practice of Public Health .................. 4

Track Focus Courses
CPH 531 Policy Implications of Social Inequality & the Ethical Practice of Public Health .................. 3
CPH 532 Cultural Competence in Health and Healing .................. 3
CPH 534A Primary Health Care & US Health Disparities .................. 3
CPH 534B Primary Health Care & International Health Disparities ........ 3
CPH 534C Primary Health Care & Health Disparities: Latinos in the United States .................. 3
CPH 536 Community Based Participatory Research .................. 3
CPH 538 Program Evaluation Using Mixed Methods .................. 3

OMPH Core Credits .................. 16
Track Core Credits .................. 21
Track Focus Credits .................. 21
Required Credits for MPH Degree .......... 58

Dual Degree Program of Study: MS in Community & Public Health Nursing/MPH in Epidemiology and Biostatistics track OR in Primary Health Care & Health Disparities track

Required Courses Credits
Specialty and Practicum Courses
CPH 507A Public Health Seminar .......... 3
CPH 534A Primary Health Care & US Health Disparities .................. 3
CPH 535 Principles & Practices of Public Health .................. 4
NURS 509A Practicum for Population Health Management .................. 9

MPH Core Courses
CPH 530 Biometry Survey .................. 4
CPH 533 Epidemiology Survey .................. 3
CPH 537 Principles of Health Behavior .... 3
CPH 539 Concepts of Environmental & Occupational Health .................. 3
CPH 540 Health Systems Organization .... 3

Epidemiology/Biostatistics track
PH 513 Epidemiology II .................. 4
PH 514 Epidemiology III .................. 4
PH 526 Biometry II .................. 4
PH 527 Biometry III .................. 4
PH 503 Thesis .................. 12

OR
Primary Health Care & Health Disparities track
CPH 531 Policy Implications of Social Inequality & the Ethical Practice of Public Health .................. 3
CPH 532 Cultural Competence in Health and Healing .................. 3
CPH 509B Cultural Competence in Health and Healing Practicum ........ 1
CPH 534B Primary Health Care & International Health Disparities ........ 3
CPH 534C Primary Health Care & Health Disparities: Latinos in US .................. 3
CPH 536 Community Based Participatory Research .................. 3
CPH 538 Program Evaluation Using Mixed Methods .................. 3
CPH 533 Biometry Survey .................. 4
PH 503 Thesis .................. 12

Total Epi-bio OR PHCHD Courses .................. 28
Total MS/MPH Dual Degree .................. 77

* Includes 6 credits of Master Research Project

SON Core Credits* .................. 14
MPH Core Credits .................. 16
Specialty Required Credits .................. 19
SON Core Credits* .................. 14
Total Epi-bio OR PHCHD Courses .................. 28
Total MS/MPH Dual Degree .................. 77

OHSU School of Nursing
Student Handbook and Course Catalog 2006-2007
**MPH/PhD Primary Health Care & Health Disparities**

**Required Courses**

<table>
<thead>
<tr>
<th>MPH Credits</th>
<th>Credits</th>
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<tr>
<td>Core Credits</td>
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<tr>
<td>Track Credits</td>
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<table>
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<tr>
<th>PhD Credits</th>
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<tbody>
<tr>
<td>PhD Core Courses</td>
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<tr>
<td>Electives/Cognate (MPH courses meet this requirement)</td>
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<tr>
<td>Substantive Theory courses (MPH courses meet this requirement)</td>
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<tr>
<td>Practicum (MPH internship counts if research is a component)</td>
<td>3</td>
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<tr>
<td>N607B Pre-Dissertation Seminar</td>
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<tr>
<td>N607D Dissertation Seminar</td>
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<tr>
<td>N603 Dissertation</td>
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**Total Credits** 128

**MPH Courses**

**Core Courses**

- CPH 530 Biometry Survey 4
- CPH 533 Epidemiological Survey 3
- CPH 537 Principles of Health Behavior 3
- CPH 539A Principals of Environmental & Occupational Health 3
- CPH 540 Health Systems Organization 3

**Track Courses**

- CPH 507A Current Issues in Public Health 3
- CPH 509A Practicum (negotiated with faculty) 6
- CPH 510 Research Methods and Evidence Based Practice 4
- CPH 512 Critical Analysis of Health Disparities 4
- CPH 531 Policy Implications of Social Inequality & the Ethical Practice of Public Health 3
- CPH 532 Cultural Competence in Health & Healing 3
- CPH 534A Primary Health Care & US Health Disparities 3
- CPH 534B Primary Health Care & International Health Disparities 3
- CPH 534C Primary Health Care & Health Disparities: Latinos in the United States 3

**PhD Courses**

- N601 Research Practicum (CPH 509A counts for this) 2
- N610A Conceptualization in Nursing Research 3
- N610B Research Design 3
- N612A Nursing & Philosophy of Science I 2
- N612B Nursing & Philosophy of Science II 2
- N616A Qualitative Methods 3
- N616B Qualitative Methods II 3
- N617A Statistics I 3
- N617B Statistics II 3
- N618 Advanced Measurement 3
- N620 Ethics in the Conduct of Research 3
- N654 Health Disparities 3
- N656 Theoretical Perspectives for Research in Nursing 3
- N657 Synthesis of Nursing Literature 3

**Psychiatric Mental Health Nurse Practitioner**

This specialty focuses on the promotion of mental health for individuals, families and groups across the life span. Psychiatric mental health nursing involves education, research and practice directed at the treatment of mental illness and optimizing mental health. Mental health is defined by Healthy People 2010 as the ability of individuals to negotiate the daily challenges and social interactions of life without experiencing cognitive, emotional or behavioral dysfunction. Study in this specialty field includes treatment and prevention of mental and emotional problems and mental disorders arising from interaction among biological and neurophysiological vulnerabilities, psychological and developmental factors and environmental stressors. Interventions within the scope of the psychiatric mental health nurse practitioner are emphasized, including evidence-based psychotherapeutic
approaches that facilitate the development of clients’ intrapersonal, interpersonal and system competencies, and the prescription and management of psychotropic medications. Supervised clinical experience with children, adolescents, adults and older persons, and with groups and families, are available in a variety of treatment settings, primarily community-based agencies and programs.

The Psychiatric Mental Nurse Practitioner specialty provides opportunities for master degree and post-master certificate students in child/adolescent and adult concentrations. Students who select one of these options at the master level complete all core and specialty requirements. Graduates are certified as practitioners by the Oregon State Board of Nursing and are eligible for national certification in their area of specialization. Post–master certificate study is also available including psychiatric mental health nurse practitioners who wish more training with children and adolescents.

Supervised Clinical Experience

Students are assigned to faculty advisors to plan clinical experiences, and receive ongoing clinical supervision from faculty supervisors. Clinical experience begins in the second term of the program and continues until the student has met all clinical nursing course requirements. As students proceed through the program, they progressively assume more direct care responsibility for clients.

Clinical supervision is directed toward development of advanced, scholarly practitioners throughout the program. Clinical supervision is a weekly, collaborative process with students, faculty supervisors and clinical preceptors. Various models of supervision are used; the model selected is based on student learning needs and stage of professional development. Clinical sites are selected for the richness of experience offered, availability of a master level or more highly prepared licensed mental health provider, and the student’s particular focus and learning objectives. Potential sites include community mental health centers, Veterans Affairs inpatient and outpatient programs, and other community agencies serving mentally ill rural and urban populations in Oregon.

Psychiatric Mental Health Nurse Practitioner Program of Study

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

Psychiatric Mental Health Nurse Practitioner Program of Study

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

Elective Course
NURS 575 Rural Mental Health Issues 3
Core Courses ...........................................25
Specialty/Elective Credits .......................49
Total Credit Hours MN (MS) 74 (77-80)
Practicum Hours .....................................510 +

Primary Health Care Program: Family Nurse Practitioner

The family nurse practitioner program prepares registered nurses to practice in primary health care that is continuous, comprehensive care and includes strategies to promote health, assess and manage acute and chronic health problems, and to consult and refer as needed.

The FNP student addresses the health care needs of individuals and families across the life span. Students in the family nurse practitioner areas gain a solid foundation in clinical practice. More than 600 hours of supervised clinical experience are completed during the program. Clinical experiences are arranged in a variety of settings including private offices, large health institutions such as HMOs, migrant and Indian Health centers, and county health departments. Students obtain experiences in clinical sites serving rural and underserved populations.

The nurse practitioner specialty provides opportunities for master's degree and postmaster’s certificate students to specialize as a family nurse practitioner. Students entering at the master’s level complete all core and specialty requirements. Graduates may seek certification as family nurse practitioners with prescriptive privileges from the Oregon State Board of Nursing and are eligible for national certification.

Program of Study

All family nurse practitioner students complete a program of study that includes core graduate courses, advanced practice nursing core courses (pharmacology, health assessment, pathophysiology), and professional roles.

Students may select the Master of Science degree or the Master of Nursing degree. All students will complete the same courses; however, the Master of Science degree students will complete additional research content and a research project.

The master level curriculum is composed of 69-75 credit hours. The credits are distributed as follows:

Family Nurse Practitioner Program of Study

Required Courses Credit
NURS 509R Practicum in Primary Care Management I 2
NURS 509S Practicum in Primary Care Management II 4
NURS 509T Practicum in Primary Care Management III 6
NURS 509U Practicum in Primary Care Management IV 8
NURS 509W Ante partum and Postpartum Management for FNP’s 1
NURS 514 Health Promotion and Health Protection 3
NURS 518 Reproductive Health Care Management 3
NURS 520 Family Primary Care Management I 3
NURS 521A Family Primary Care Management II 4
NURS 521B Family Primary Care Management III 5
NURS 521C Advanced Family Primary Care Management 3
NURS 584 Antepartum & Postpartum Management 2
Core Credits 25
Specialty Required Credits 44
Total Credits .......................................... 69-75
Practicum Hours .................................... 630

Certified Nurse-Midwifery

The nurse-midwifery program prepares students to meet the unique health care needs of women. The influences of culture, tradition, and social, economic, and political forces, as well as reproductive physiology are studied. The program strives to prepare compassionate, skilled clinician-scholars willing to address issues that affect the lives of women. Faculty members in the nurse-midwifery program have three priorities for their graduates - a scientific basis for clinical practice, clinical competence, and a perspective that views a woman in the context of her family and society.

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

The faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence. Recognition of the value of nurse-midwifery and meaningful advances in practice are unlikely to occur in the absence of careful descriptions of phenomena of interest and the testing of new approaches. It is incumbent upon midwives to document their efficacy in the health care of women.

Completion of the nurse-midwifery program allows the student to take the certification examination offered by the American Midwifery Certification Board (AMCB).

Program of Study

Students may choose to graduate with a Master of Nursing (MN) or a Master of Science (MS) degree. Those who choose the MS complete additional 3-6 credits of a research practicum experience. The faculty has designed the specialty courses to complement the core knowledge and to provide students with the unique population focus necessary to practice midwifery successfully. Nurse-midwifery students complete an additional 66 credits beyond the core course requirements.

Certified Nurse-Midwifery Program of Study

Required Courses          Credits
NURS 507B Fundamentals of  Teaching Nurse-Midwifery Students ............................................ 3
NURS 509L Practicum in Ante partum and Postpartum Management .................................... 2
NURS 509M Practicum in Nurse-Midwifery Mgmt of the Intrapartum Period ............................................ 3
NURS 509N Practicum in Nurse-Midwifery Management I ............................................ 3
NURS 509O Practicum in Advanced Women’s Health Care Management. 2
NURS 509P Practicum in Nurse-Midwifery Mgmt II ............................................ 4
NURS 509Q Advanced Practicum in Nurse-Midwifery ............................................ 8
NURS 509Y Primary Care Practicum for Nurse-Midwives ............................................ 1
NURS 518 Reproductive Health Care Management ............................................ 3
NURS 581 Nurse-Midwifery Management of the Intrapartum Period ............................................ 3
NURS 582 Management of the Newborn ............................................ 3
NURS 583 Foundations of Midwifery Care During the Reproductive Cycle 4
NURS 584 Antepartum & Postpartum Management ............................................ 4
NURS 585 Primary Care for Nurse-Midwives 4
NURS 588 Advanced Women’s Health Care Management ............................................ 2
Certified Registered Nurse Anesthetist (CRNA) Program

The Certified Registered Nurse Anesthesia (CRNA) program is the most recently established Advanced Practice Nursing program in the School of Nursing. In response to local, regional and national need, the program has been established in conformance with all standards and criteria of the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the program is upon excellence in clinical performance and evidence based practice. Clinical experiences will be obtained at a variety of outstanding clinical anesthesia sites, including OHSU, the Portland Veteran’s Administration Hospital, and Kaiser Sunnyside Hospital in the Portland area, as well as the University of Washington and Three Rivers Community hospital in Grants Pass, Oregon.

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 5 quarter sequence of clinical rotations designed to expose the student to a variety and depth of anesthesia experience.

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

Program of Study

Certified Registered Nurse Anesthesia students are required to successfully complete core nursing courses in addition to the specialty courses listed below. Students may choose to graduate with a Master of Nursing or a Master of Science degree. Those who choose the MS complete 3-6 additional research practicum experience credits.

Certified Registered Nurse Anesthesia Program of Study

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N507CA Basic Principles of Anesthesia I</td>
<td>4</td>
</tr>
<tr>
<td>N507CA Basic Principles of Anesthesia I Lab</td>
<td>1</td>
</tr>
<tr>
<td>N507CE Pharmacology of anesthetic Agents</td>
<td>3</td>
</tr>
<tr>
<td>N507CB Basic Principles of Anesthesia II</td>
<td>4</td>
</tr>
<tr>
<td>N507CF Pharmacology of Anesthetic Agents II</td>
<td>3</td>
</tr>
<tr>
<td>N507CC Advanced Principles of Anesthesia I</td>
<td>4</td>
</tr>
<tr>
<td>N509CC Advanced Principles of Anesthesia I Lab</td>
<td>1</td>
</tr>
<tr>
<td>N507CG Professional Issues for Nurse Anesthetists</td>
<td>3</td>
</tr>
<tr>
<td>N507CD Advanced Principles of Anesthesia II</td>
<td>4</td>
</tr>
<tr>
<td>N509CD Advanced Principles of Anesthesia II Lab</td>
<td>2</td>
</tr>
<tr>
<td>N509CE Advanced Clinical Practicum in Anesthesia I</td>
<td>6</td>
</tr>
<tr>
<td>N509CF Advanced Clinical Practicum in Anesthesia I</td>
<td>12</td>
</tr>
<tr>
<td>N509CG Advanced Clinical Practicum in Anesthesia II</td>
<td>12</td>
</tr>
<tr>
<td>N509CH Advanced Clinical Practicum in Anesthesia I</td>
<td>12</td>
</tr>
<tr>
<td>N509CI Advanced Clinical Practicum in Anesthesia I</td>
<td>12</td>
</tr>
</tbody>
</table>

Core Credits | 25
Specialty Required Credits | 87
Total Credits | 112

Graduate Entry Program

The graduate entry program is designed for individuals with a bachelor’s degree or
higher in a field other than nursing, who desire to transition into nursing.

Psychiatric Mental Health Nurse Practitioner (PMHNP) and Certified Nurse-Midwifery (CNM)

This program will be a three-year master program aimed at educating individuals as midwives or psychiatric/mental health nurse practitioners. Although considered innovative, nationally there is a 25-year history of success with this type of program and general consensus that these programs produce excellent advanced practice nurses.

The first year of this program, the pre-licensure portion, is designed to deliver basic nursing education preparing students for the state-licensing exam for the registered nurse. The remaining two years are the master specialty offerings for either midwifery or psychiatric mental health nurse practitioner. Upon completion of the program, graduates will be awarded either a master of science or master of nursing degree. Graduates will be eligible to take national certification exams for advanced practice roles in either of those two specialties. (See graduate specialty program courses for PMHNP or NM).

Prerequisites for entry include:

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

Graduate Entry Pre-Licensure Program of Study for PMHNP & NM

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 360 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 361 Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 362 Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>NURS 368 Introduction to Clinical Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 369 Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 370 Foundations of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 374 Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 372 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 354 Chronic Illness/Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 386 Nursing Care of Families During Health and Illness</td>
<td>4</td>
</tr>
<tr>
<td>NURS 387 Nursing Care of Families During Health and Illness Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 476 Ethics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 484 Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 485A Mental Health Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 356 End of Life Care</td>
<td>4</td>
</tr>
<tr>
<td>NURS 384 Nursing Care of Adults with Physiological Alterations</td>
<td>4</td>
</tr>
<tr>
<td>NURS 385 Nursing Care of Adults with Physiological Alterations: Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 472 Leadership and Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 485B Mental Health Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 486 Community Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 487 Community/Mental Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 485C Mental Health Practicum III</td>
<td></td>
</tr>
<tr>
<td>NURS 309C Labor and Delivery Practicum*</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisites to Admission</td>
<td>46</td>
</tr>
<tr>
<td>Graduate Entry Admissions</td>
<td>72-74</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nursing or Nurse-Midwifery Required Credits</td>
<td>70-77</td>
</tr>
<tr>
<td>Total</td>
<td>188-197</td>
</tr>
</tbody>
</table>

Post-Master Certificate Option (PMCO)

For those wishing to pursue further graduate education that already have a master degree in nursing, the School of Nursing offers post master certificate options in most specialties. The application process is the same as the master degree process, except the GRE is not required. Admission is limited by space availability and programs may be taken either full time or part time. In addition to the PMCO
offered in clinical specialties, a PMCO in Nursing Education is also available.

**The PMCO in Nursing Education**

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

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

**Nursing Education (Post-Master’s Certificate Option only)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507H Advanced Concepts in Nursing: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA Practicum in Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td>NURS 561 Curriculum and Instructional Design in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 562 Assessment and Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 563 Simulation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 564 Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Required Credits</td>
<td>18</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18*</td>
</tr>
<tr>
<td>Practicum Hours</td>
<td>30</td>
</tr>
</tbody>
</table>
*10 additional credits needed for students without a master’s degree in nursing.

**Ph.D. Program**

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

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

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

**Ph.D. Program Objectives**

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

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

**Requirements for the Ph.D. in Nursing**

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

**Ph.D. Program of Study**

**Required Courses**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Research Core Courses</td>
</tr>
<tr>
<td>Substantive Theory Courses</td>
</tr>
<tr>
<td>Electives/Cognate</td>
</tr>
<tr>
<td>Pre-dissertation Seminar</td>
</tr>
<tr>
<td>Research Practicum</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

**Post-Baccalaureate Curriculum**

The post-baccalaureate doctoral curriculum is composed of 113 credit hours distributed as follows:

- Masters Core Courses
- Knowledge Development Seminars
- Nursing Research Core Courses
- Substantive Theory Courses
- Electives/Cognate
- Pre-dissertation Seminar
- Research Practicum
- Dissertation
- Total Credits

**Post-Master Curriculum**

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

- Nursing Research Core Courses
- Substantive Theory Courses
- Electives/Cognate
- Pre-dissertation Seminar
- Research Practicum
- Dissertation
- Total Credits

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

**Masters Core Courses**

For post-baccalaureate students, there are two required masters core courses. These are described in greater detail in the Advanced Practice Nursing Program.

- NURS 510 Research Methods & Evidence-Based Practice
NURS 512 Critical Analysis of Health Disparities ........................................ 4
Total Masters Credits ................................................................. 8

Knowledge Development Seminars
These seminars are designed for the post-baccalaureate doctoral student. One focuses on the exploration of how knowledge is developed and related to selected core concepts in nursing. The second one examines and develops skills in the integration of nursing theory, practice, and research. Two seminars are offered the first 3 quarters of the post-baccalaureate program:
NURS 607O Nursing Knowledge Seminar, 1 credit, 3 quarters .......... 3
NURS 607P Clinical Application Seminar, 3 credits, 3 quarters .......... 9
Total Knowledge Development Credits ................................................. 12

Nursing Research Core Courses
Nursing research core courses focus on concepts and processes of theory development and research central to the discipline of nursing. The core courses in the Ph.D. program are designed to provide students with the conceptual and technical skills needed to meet the program objectives. PhD Core Courses
NURS 610 A Conceptualization in Nursing Research .............. 3
NURS 610 B Research Design .................................................. 3
NURS 612 A & NURS 612 B Nursing and Philosophy of Science I & II .... 4
NURS 616 A & NURS 616B Qualitative Methods for Nursing Research I & II ........................................ 6
NURS 617 A & NURS 617B Inferential Statistics I & II ...................... 6
NURS 618 Advanced Measurement ...... 3
NURS 620 Ethics in the Conduct of Research ........................................ 3
NURS 654 Health Disparities............................................ 3
NURS 656 Theoretical Perspectives for Research in Nursing .............. 3
NURS 657 Synthesis of Nursing Literature ........................................... 3
Total Research Core Credits ........................................................ 37

Substantive Theory & Knowledge Courses
Doctoral students choose to focus their studies in one of several areas of research strengths within the School of Nursing. Faculty mentors provide the guidance in developing programs of study, research opportunities, and collegial relationships. The School has depth of research and scholarship in symptom management in life-threatening illness (e.g., heart disease and cancer) and chronic conditions (e.g., fibromyalgia), family care-giving, healthy aging and elder care, domestic violence, and parenting. We are also building research programs in the areas of health disparities research, symptom management during labor and birth, and end-of-life care. These areas of expertise are reflected in the range of Substantive Theory & Knowledge Courses that are offered. Post-baccalaureate students choose any 4 courses for a total of 12 credits; post-masters students choose any 3 courses for a total of 9 credits. Students may choose from the following 3-credit courses:
NURS 625 Design & Analysis for Nursing Intervention Studies
NURS 640 Symptom Management
NURS 641 Physical Activity for Prevention & Management of Chronic Disease
NURS 642 Cross Cultural Perspectives in Nursing Research
NURS 643 Family Care Across the Lifespan
NURS 644 Violence & Trauma
NURS 650 Contemporary Issues in Gerontology
NURS 651 Nursing Research: Independent Older Adults
NURS 653 Nursing Research: Older Adults Needing Assistance

Electives/Cognate
All doctoral students are required to take 9 credits of elective or cognate courses. These are expected to be a coherent set of graduate courses that supports the student’s program of research (i.e., substantive theory or statistics).
Pre-Dissertation Seminar

A pre-dissertation seminar is provided doctoral students each quarter in order to facilitate the development of the research aims, fellowship and grant proposals, and the dissertation proposal. A minimum of 6 credits is required, although students are likely to acquire more. At that time, the student will move to the dissertation seminar with other students engaged in the conduct of the dissertation study.

Research Practicum

A research practicum is required for a minimum of 2 credits; however, more may be taken. The practicum is designed to support the student’s research goals for the dissertation and/or program of research. Practicum opportunities may be identified within the long-term mentorship relationship or with other faculty researchers for brief and focused experiences.

In addition to the areas of research expertise in the School of Nursing that are identified above, doctoral students may collaborate with researchers across disciplines. The School is affiliated with other acclaimed OHSU research centers, including the Cancer Center, the Heart Research Center, the Center for Healthy Aging, and the Center for Women’s Health. Such interdisciplinary experiences are typically identified with and facilitated by the student’s research mentor.

Ph.D. Benchmarks

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

Dissertation

The dissertation is expected to reflect the integration of theory, practice, and research. The research is conducted and the dissertation is prepared under the supervision of a faculty advisor selected by the student. The Dissertation Committee consists of a minimum of three members; at least two of the committee members, including the chairperson, must be faculty in the School of Nursing. After completion of the dissertation, the Dissertation Committee in a public forum examines candidates orally on their dissertation content.

Residence Requirement

Students are required to fulfill a residency requirement of three consecutive terms. Nine credit hours are considered full-time study for doctoral students on the Portland campus and 6 credit hours are considered full-time for doctoral students in regional program. Prior to the second year of course work Doctoral students are required to file a Program of Study form. The program is approved by the academic advisor and filed in the student file.

Postdoctoral Program

Postdoctoral research training is available at the School of Nursing. Through a variety of funding mechanisms, including institutional and individual National Research Service Awards (NRSA) and other special arrangements, both national and international post doctoral fellows can be accommodated.

Research training opportunities are available in areas of faculty expertise. To date, postdoctoral fellowships have been most
readily available through the T32 Institutional NRSA research training grants. One training grant has focused on nursing research in the care of older persons and the other has focused on risk assessment and intervention research with individuals and families. Individual postdoctoral fellowships can be obtained through the F33 mechanism (see: National Institute of Nursing Research at: http://ninr.nih.gov/ninr/research/dea/restype.html) funded by NINR. Although these fellowships are typically 2 years in duration, postdoctoral research training can range from three months to three years. Outcomes of training include further development of the fellow’s program of research through the conduct of pilot projects, preparation of grant applications, publications, and presentations.

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

NURS 110/210 Foundation of Nursing—Health Promotion
9 credits
This course introduces the learner to the framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally-sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. The family experiencing a normal pregnancy is a major exemplar. Includes classroom and clinical learning experiences.

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

NURS 111/211 Foundations of Nursing in Chronic Illness I
6 credits
This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client and family’s “lived experience” of the illness, coupled with clinical practice guidelines and extant research evidence is used to guide clinical judgments in care to the chronically ill. Roles of multidisciplinary team in care of the chronically ill, and legal aspects of delegations are explored. Through case scenarios, cultural, ethical, health policy, and health care delivery system issues are explored in the context of the chronic illness care. Case exemplars include children with asthma, adolescent with a mood disorder, adult-onset diabetes, and older adults with dementia. Includes classroom and clinical learning experiences.

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

NURS 112/212 Foundation of Nursing in Acute Care I
6 credits
This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the life span 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.

Prerequisite: NURS 110/210: Concurrent with NURS 231 and 233.

NURS 230 Clinical Pharmacology I
3 credits
This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding medication administration using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework, with attention to physiological conditions, including anxiety and depression.

Prerequisites: Anatomy and Physiology sequence; Microbiology.
NURS 231 Clinical Pharmacology II
3 credits
This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products and physiological conditions (e.g. postpartum depression and schizophrenia) not contained in Clinical Pharmacology I. Prerequisites: Nurs 230.

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

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

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

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

NURS 224 Scope of Practice and Preceptoship for AAS Completion
9 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. The preceptorship model
provides a context that allows the student to experience the nursing work world in a selected setting, balancing the demands of job and life long learner. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework.

Includes seminar, self-directed study and clinical experience. Required for AAS and eligibility for RN Licensure

NURS305/405 Reading and Conference
1-2 credits
Prerequisites: None

NURS307/407 Seminar
1-2 credits
Prerequisites: NONE

NURS309/409 Practicum
2 credits
Prerequisites: NONE

NURS309C Labor and Delivery Practicum
2 credits
This practicum course focuses on the role of the professional nurse in labor and delivery. Students will get experience in assessing maternal and fetal well-being, managing pain, labor coaching, and immediate post-partal care.
Prerequisites: NONE.
Restrictions: Graduate Entry Students only

NURS 352 Introduction to Evidence Based Practice
3 credits.
This course introduces RNs to current thinking in the profession regarding using research evidence as a basis for nursing practice. This course is the transition course for RNs returning to nursing school. This RN/BS transition course provides students with skills and understanding to question standard nursing practices, seek evidence to evaluate practice, and appraise the evidence to determine which practices yield the best client outcomes.
Pre-Requisites: ________

NURS 354 Chronic Illness/Family
4 credits.
The purpose of this course is to provide a foundation for concepts that underlie evidence-based nursing practice with persons and families who live with chronic conditions presented across the lifespan.
Pre-Requisites: OCNE students must have completed first summer quarter courses as taught on each campus.

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

NURS360 Health Assessment
3 credits.
This course provides the basis for health assessment of individuals across the lifespan.
Prerequisites: NONE. This course is taken concurrently with Nursing 361.

NURS361 Health Assessment/Health Promotion Practicum
2 credits
This practicum is designed to provide the student with laboratory and clinical experience across the lifespan, to develop beginning competency in therapeutic communication, comprehensive health assessment, and coaching clients for health promotion. Practice experiences are specifically designed to achieve the competencies in each of the concurrent theory courses.
Prerequisites: NONE. The course is taken concurrently with Nursing 360, 362, 370.

NURS 362 Health Promotion
2 credits.
This course emphasizes the nurse’s role and required skills in health promotion and the development of individual and family self-care competencies, and their relationships within the community. The range of health
determinants throughout the lifespan and those lessons learned in the scholarship of application to reduce health risks and enhance protective factors will be addressed. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. A variety of direct care experiences in varied settings will be designed to enrich student skill and knowledge of context.

Pre-Requisites: NONE The course is taken concurrently with Nursing 360, 361, 370.

NURS368 Introduction to Clinical Nursing
3 credits
This course focuses upon the knowledge and conceptual bases for beginning therapeutic nursing interactions with and interventions for clients. The course content builds upon knowledge of humanity, communication, and previous and/or concurrent courses.

Prerequisites: First summer quarter courses as taught on each campus. This course is taken concurrently with NURS 369.

NURS369 Introduction to Clinical Nursing: Practicum
4 credits
This course focuses upon the development of beginning therapeutic nursing interactions and interventions with patients/clients. Students learn the practice application of cognitive, psychomotor, technical and interpersonal skills with individual patient/clients in the health care setting.

Prerequisites: OCNE students must have completed first summer quarter courses as taught on each campus. This course is taken concurrently with NURS 368.

NURS370 Foundations For Nursing Practice
2 credits
This course introduces the student to the ethical, legal, and interpersonal foundations of nursing practice. Students will be provided with guided learning activities in order to develop beginning level competence in developing professional relationships with clients across the lifespan and representing diverse populations, monitoring their own practice with regard to standard guidelines, finding and using evidence to support clinical decisions, and thinking critically about external forces that influence nursing practice.

Prerequisites: NONE The course is taken concurrently with Nursing 360, 362, 361

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

Pre-Requisites: OCNE students must have completed first summer quarter courses as taught on each campus.

NURS374 Clinical Pharmacology
3 credits
This course provides a basic theoretical framework for pharmacodynamics and pharmacokinetics and their application to nursing. The content focuses on nursing implications relevant to pharmacology, including application across diverse populations, elements of clinical decision making, safe nursing practice, and establishing and monitoring client outcomes.

Prerequisites: NONE.

NURS384 Nursing Care of Adults with Physiological Alterations
4 credits
This course focuses on the analysis, integration, and evaluation of the scientific knowledge underlying the nursing management of human responses of adults to potential or actual physiological alterations in health status. This course emphasizes clinical decision-making in setting priorities and in selecting therapeutic interventions across the trajectory of health and illness. The effect of multiple interacting environments upon the ill adult are examined.

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

NURS385 Nursing Care of Adults with Physiological Alterations: Practicum
5 credits
This course promotes the application of scientific knowledge in the diagnosis and management of human responses of adults to potential or actual physiological alterations in health status. The clients are primarily hospital-based, physiologically unstable adults with diverse characteristics. Continuity of care across the trajectory of health and illness is emphasized. The effects of multiple interacting environments upon the nurse-patient relationship are examined.
Prerequisites: NURS 360, 361, 362, 364, 368, 369, 370, 372, & 374

NURS 386 Nursing Care of Families During Health and Illness
4 credits
This course examines the theoretical and research foundations of family as context and client. Exemplars include developmental theories, clinical decision making in health and illness. Concepts of therapeutic nursing interventions with families who are childbearing are emphasized.
Prerequisites: NURS 370, 371, 372, 373, 374, 380 (or concurrently with NURS 380). (Usually taken concurrently with NURS 387).

NURS 387 Nursing Care of Families During Health and Illness Practicum
5 credits
This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.
Prerequisites: NURS 370, 371, 372, 373, 374, 380 (or concurrently with NURS 380) and 386 (or may be taken concurrently with NURS 386).

NURS 410 Population-Based Care: Chronic Illness and Health Promotion
9 Credits
This course is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health at the community and population level. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and other social sciences and compliments the concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze population-based health issues and conduct community assessments; and explore population-based interventions. Exemplars are selected from priority concern areas and local population needs, such as methamphetamine abuse and HIV. Includes classroom and clinical experiences. Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321)

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

NURS 412 Leadership and Outcomes Management in Nursing
10 Credits
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing influences client care, its own practice Collect and use of outcomes data to provide evidence for practice changes in a variety of settings, and the larger health care delivery system. Includes classroom and clinical learning experiences Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321)

NURS 424 Clinical Immersion I
6-10 Credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary for practice of nursing with a selected population. The experience focuses on complex clinical judgments, interdisciplinary team functioning and leadership, and the development of habits for lifelong learning. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience. Students who have completed NRS 224 as part of the OCNE AAS Curriculum may enroll for 6 credits.
Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321, Nurs 410, Nurs 411, Nurs 412.

NURS 425 Clinical Immersion II
10 Credits
A continuation of NRS 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of
the selected population. The 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 precepted clinical learning experiences.
Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/
212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/
321, Nurs 410, Nurs 411, Nurs 412, Nurs 425.

**NURS471 Clinical Focus Practicum**

5-7 credits

This course examines selected psychosocial and
physiological processes and their relationship to caring
and caring therapeutics in clinical nursing practice. This
course provides opportunities to explore multiple
nursing roles, apply therapeutic interventions, think
critically, and communicate skillfully with multiple
clients in designated settings.

Prerequisites: Successful completion of the first year of
upper division coursework, (including; NURS 370, 371,
372, 373, and 374).

**NURS471C Clinical Focus -Immersion (Portland
campus only)**

7 credits

This course examines selected psychosocial and
physiological processes and their relationship to caring
and caring therapeutics in clinical nursing practice. This
course provides opportunities to explore multiple
nursing roles, apply therapeutic interventions, think
critically, and communicate skillfully with multiple
clients in designated settings.

Prerequisites: Successful completion of the first year of
upper division coursework, (including; NURS 370, 371,
372, 373, and 374).

**NURS472 Leadership and Management in Nursing**

3 credits

This course analyzes concepts related to nursing
leadership and management in the context of health care
delivery systems, and examines leadership and
management roles in relationship to tradition, change,
and socially responsible nursing practice.

Prerequisites: OCNE students must have completed first
summer quarter courses as taught on each campus.

**NURS474 Health Policy in Nursing**

3 credits

This course analyzes health and social policy, and
examines relationships among sociocultural, political,
economic, technological, environmental, ethical, and
legal factors as they impact nursing practice, health care
delivery, and public policy.

Prerequisites: OCNE students must have completed first
summer quarter courses as taught on each campus.

**NURS476 Ethics in Nursing**

3 credits

This course introduces the student to the analysis of
ethical issues and dilemmas that arise in nursing practice
and in health care systems. Emphasis is on values
clarification; models for ethical decision making;
collaborative approaches to analysis of ethical dilemmas;
consideration of relevant legal aspects; and related
documents that guide professional practice. Legal
aspects of nursing practice are explored.

Prerequisites: OCNE students must have completed first
summer quarter courses as taught on each campus.

**NURS484 Mental Health Nursing**

4 credits

This course examines the theoretical and research bases
for mental health nursing of vulnerable populations
across the lifespan. Mental health problems of
individuals, families and groups are explored within
their environmental and cultural context. Emphasis is on
the self-reflective aspect of critical thinking as it pertains
to therapeutic interventions and interpersonal
relationships.

Prerequisites: First summer and first fall quarter as
taught on each campus, (Usually taken concurrently with
NURS 485).

**NURS485A-C Mental Health Nursing: Practicum**

5 credits

This course provides experiences in delivering nursing
care to selected vulnerable populations. Students apply
critical thinking skills and knowledge to mental health
nursing interventions with diverse clients. This course is
offered either as one practicum course or as a series over
three quarters in the Junior and Senior year. Sequencing
varies by campus

Prerequisites: Prerequisites: First summer and first fall
quarter as taught on each campus. NURS 484 or may be
taken concurrently

**NURS486 Community & Environmental Health
Nursing**

4 credits
This course examines community and environmental health nursing as a synthesis of knowledge and practice from nursing, public health, environmental health and other disciplines to enhance the quality of life through health promotion and disease prevention at the community level. Selected environmental impacts on health are studied. Students identify health issues for selected populations, and plan assessment, intervention and evaluation strategies for use with individuals, families, and vulnerable populations.

Prerequisites: NURS 487 is usually taken concurrently; Two of the three following course sets: NURS 484 and 485; NURS 386 and 387; NURS 384 and 385; also NURS 370, 371, 372, 369 and 374.

**NURS487 Community & Environmental Health Nursing : Practicum**

5 credits

This course provides an opportunity for students to apply a synthesis of knowledge and practice from nursing, public health, environmental health, and other disciplines in the community. A multidimensional assessment process is used to formulate plans of care. Community level implementation focuses on promoting the health of client systems within the context of public health and environmental health approaches to health promotion and disease prevention.

Prerequisites: NURS 486 or may be taken concurrently; Two of the three following course sets: NURS 484 and 485; NURS 380, 386 and 387; NURS 384 and NURS 385; also NURS 370, 371, 372, 373, and 374.

**NURS488A Reflective Nursing Practice**

2 credits

This course aims at synthesizing the professional nursing role behaviors essential for the care of patients in complex care environments. Students will utilize knowledge and skills gained in their previous coursework to further refine reflective and critical thinking, communication skills and leadership and organizational competencies. Synthesis will be facilitated through key reading, class discussion, small work group work, and presentations. Students will be evaluated not only on their individual work but also on their ability to work effectively within groups.

Prerequisites: Successful completion of the first year of upper division coursework

**NURS489 Reflective Nursing Practice: Practicum**

9 credits

This course provides opportunity for synthesis and evaluation of professional nursing role behaviors essential to care of clients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking and communication skills and the integration of a range of therapeutic interventions into nursing practice, including those appropriate to individual clients, their families/significant others, and relevant population-based groups.

Prerequisites: All other upper division nursing major courses.
Graduate Level Course Descriptions

Community & Public Health

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

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

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

CPH 509A Graduate Internship in Public Health
3-6 credits
The purpose of the graduate internship is to provide students with a work-related experience designed to integrate theory and practice in an applied setting under supervision. The internship experience permits the student to demonstrate her/his ability to apply knowledge of theory and practice to specific activities in a real-world setting. The internship provides students with a professional experience where they can apply existing and new skills and become more socialized into the field of community/public health. Existing skills are those the student brings from his/her life experience and previous education. New skills include those the student has gained through her/his educational experience in the MPH program. Socialization occurs through mentoring of the student in the work site and professional arena by the preceptor for the internship.
Prerequisites: Advanced program standing

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

CPH510 Research Methods and Evidence-Based Practice
4 credits
The purpose of this course is to enhance students’ abilities to comprehend, critique and apply research methodology and research-based evidence in a variety of advance practice settings. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats.
Prerequisites: CPH530; may be concurrent.

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

CPH 530 Introduction to Biostatistics

4 credits

This course covers a broad range of basic statistical methods used in the health sciences. The course begins by covering methods of summarizing data through graphical displays and numerical measures. Basic probability concepts will be explored to establish the basis for statistical inference. Confidence intervals and hypothesis testing will be studied with emphasis on applying these methods to relevant situations. Both normal theory and nonparametric approaches will be studied including one- and two-sample tests of population means and tests of independence for two-way tables. Students will be introduced to one-way analysis of variance (ANOVA), correlation, and simple linear regression. The course focuses on understanding when to use basic statistical methods, how to compute test statistics and how to interpret the results. Computer applications (using SPSS) are included as part of the course to introduce students to basic data management, reading output from computer packages, interpreting and summarizing results.

Prerequisites: Graduate standing.

CPH 533/633 Epidemiology Survey

3 credits

Basic epidemiologic principles applicable to infectious and non-infectious diseases, host-agent-environmental relationships, and theories of disease causation will be reviewed. Students will gain familiarity with epidemiologic tools such as incidence, prevalence, mortality, natality, and other rates and ratios. Data sources, program evaluation, screening evaluation, sources of bias, sampling methods, and basic study design types and characteristics will be covered.

Prerequisites: CPH530.

CPH 535 Principles and Practices of Public Health

4 credits

This course presents several key theoretical principles and practices of public health. Using a case-based format, the course will examine six competencies of public health practice identified by the Academic Council on Linkages including familiarity with the Core Functions and Essential Services of public health; facility in grant-writing; the relationship of the legal and political systems to public health; interpretation of public health data for public use; pitfalls of policy-making; and the ethics of public health practice and study design. In-depth examination of these issues will prepare the student for leadership roles in community and in public health.

Prerequisites: CPH507A; CPH510; CPH512.

CPH 537 Principles of Health Behavior

3 credits

This course provides students with the opportunity to examine the psychosocial, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are also examined. The course also presents ethical principles of professional and personal concern to health educators.

Prerequisites: Graduate standing.

CPH 539 Concepts of Environmental and Occupational Health

3 credits

This course is designed to introduce graduate students in the Oregon MPH program to basic concepts and issues in environmental and occupational health. Environmental and occupational hazards that affect human health are examined in the context of current social, political, and regulatory pressures. Topics include environmental and emerging disease, environmental toxicology, risk assessment, occupational health, food protection, drinking water safety, solid and hazardous waste disposal, indoor and outdoor air pollution, radiation, and pests and pesticides. Global environmental health issues are included as time permits.

Prerequisites: none

CPH 540 Health Systems Organization

3 credits

This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in the organization, financing, and delivery of health services. The primary focus of this course is the systemic aspects of health services production and delivery. Specialized systems develop 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.

OHSU School of Nursing
Student Handbook and Course Catalog 2006-2007
how such systems are and can be organized, financed and managed; how health care resources are and can be produced; how health services are and can be provided, paid for, accessed, and consumed; and how various system configurations can and do affect the outputs and outcomes of those systems. The focus is on the United States, with international comparisons used to illustrate similarities and differences.

Prerequisites: none

**Nursing**

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

Prerequisites: Prerequisites NUR510; completion of RCR and HIPAA research module.

**NURS 505 Reading and Conference**
1-3 credits
Prerequisites: none

**NURS 506 Special Projects**
1-3 credits
Prerequisites: none

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

Prerequisites: none

**NURS 507B Fundamentals of Teaching Nurse-Midwifery Students**
3 credits
This course is designed as an overview of fundamental principles classroom and clinical teaching applied to the education of nurse-midwives. Content will include principles of adult learning, teaching and learning styles, clinical supervision and mentoring, competency based education and evaluation of learning. Required for all nurse-midwifery students.

Prerequisites: none

**NURS 507F Introduction to Motivational Interviewing I & II**
1-2 credits
This course is designed to provide students with an introduction to Motivational Interviewing in the context of health promotion and risk reduction. Specifically, this course will introduce the theoretical constructs/models and underpinnings to this approach; explore the intricacies of motivation and behavior change; develop effective client-based counseling skills; discuss ethical considerations inherent in efforts to change behaviors; and provide a framework to integrate this approach into clinical practice.

Prerequisites: Admission to OHSU Graduate program in Advanced Practice Nursing or permission of faculty

**NURS 507G Advanced concepts in nursing: Evidence-based Practice**
3 credits
This course introduces students to types of evidence which support clinical and policy decisions in nursing. Students will be given experience in locating, evaluating, and summarizing scientific evidence to support nursing assessment and interventions in health promotion, chronic illness management, and palliative care. Emphasis will be placed on identification of competencies and design of learning activities to integrate evidence-based practice into nursing undergraduate programs.

Prerequisites: none

**NURS 507H/607H Selected Topics in Nursing**
1-3 credits
This course introduces students to concepts underlying new competencies (e.g. evidence-based practice, leadership, delegation), and research related to teaching
these new competencies. Seminar also provides the opportunity to explore elements of the faculty role and rights and responsibilities of members of an academic community. Students and faculty will negotiate a set of relevant concepts for the seminar for a given term.

Prerequisites: none

NURS509 Advanced Clinical Practicum
2-6 credits
Course description to be developed between faculty and student taking this practicum course. Open number for practicum hours to be counted in program of study for academic credit. Does not replace required practicum in specialty program of study. Used for special situations in which a student requires additional practicum hours to be counted for academic credit.

Prerequisites: none

NURS 509A Practicum in Population Health Management
2-3 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 initiating, managing, or sustaining collaborative efforts related to change and improvement of health services. This practicum may be taken for variable credit. In the first term the emphasis is on assessing the organization, identifying how the APN and other health professional roles are implemented in that organization relative to a specific population, and beginning participation in collaborative change efforts and/or strategic planning. In the second term the emphasis is on enacting/ment of the APN or other health professional roles with increased responsibility for collaborative efforts related to needed change or improvement identified in the first term.

Prerequisites: none

NURS 509/609AA 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 on-line. Prerequisites: permission of instructor.

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

Prerequisites: Nurs510 and Nurs522. Nurs509B may be taken concurrently to Nurs522 with faculty permission only.

NURS509C GNP 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: Nurs555 Common Physical Problems of Elders; Nurs554 Common Mental Health Problems of Elders.

NURS 509CA Basic Principles of Anesthesia I Lab
1 credit
Taken concurrently with N507CA

NURS 509CB Basic Principles of Anesthesia II Lab
1 credit
Taken concurrently with N507CB

NURS 509CC Advanced Principles of Anesthesia I Lab
1 credit
Taken concurrently with N507CC

NURS 509CD Advanced Principles of Anesthesia II Lab
2 credits
Taken concurrently with N507CD
NURS 509CE Advanced Clinical Practicum in Anesthesia I
6 credits
Practicum 3 days a week in clinical setting
Prerequisites: Successful completion of first four terms of program

NURS 509CF Clinical Practicum in Anesthesia II
12 credits
Practicum 5 days a week in clinical setting
Prerequisites: Successful completion of N509CE

NURS 509CG Clinical Practicum in Anesthesia III
12 credits
Practicum 5 days a week in clinical setting
Prerequisites: Successful completion of N509CF

NURS 509CH Clinical Practicum in Anesthesia IV
12 credits
Practicum 5 days a week in clinical setting
Prerequisites: Successful completion of N509CG

NURS 509CI Clinical Practicum in Anesthesia V
12 credits
Practicum 5 days a week in clinical setting
Prerequisites: Successful completion of N509CH

NURS 509D 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 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults
1-6 credits
Supervised and precepted advanced clinical practice is directed toward the development and continuing growth of competent, scholarly, and reflective psychiatric mental health nurse practitioners. The practicum will focus on adult clients, and will include therapy with individuals, couples, families, and groups as well as consultation and practice with organizations, agencies, and programs in traditional and non-traditional settings that serve socioeconomically underserved or culturally diverse populations. An interactive supervision experience with faculty and student peers is directed toward the development of advanced assessment, analysis, critique, evaluation, diagnostic, and treatment skills. The practicum may be taken across quarters and the student is expected to show increasing responsibility, skill, and expertise over time.
Prerequisites: NURS 571B or permission of faculty, NURS 571B or permission of faculty

NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child & Adolescent
1-6 credits
Supervised advanced clinical practice is directed toward the development of competent, scholarly, reflective practitioners. The practicum will include therapy with individuals, couples, families and groups as well as consultation and practice with organizations and programs in settings that serve socioeconomically underserved or culturally diverse populations of children and adolescents. An interactive supervision experience with faculty and student peers is directed toward the development of assessment, analysis, critique and evaluation skills.
Prerequisites: NURS 571A or permission of faculty

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

NURS 509M Practicum in Nurse-Midwifery Management of the Intrapartum Period
3 credits
This course focuses on clinical application of content from NURS581: Nurse Midwifery Management of the Intrapartum Period. Students will continue the previous term’s work in antepartum management while adding
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: Prerequisites: NURS 515 A&B, NURS 518; and NURS 588

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

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

NURS 509R Practicum in Primary Care Management I
2-3 credits
This course applies content from NURS518, Health Promotion and Health Assessment. Health assessment, health promotion, and basic management of common illnesses will be addressed in a variety of clinical settings appropriate to the student’s specialty focus. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences.
Prerequisites: NURS 520, concurrent NURS 521A

NURS 509S Practicum in Primary Care Management II
2-4 credits
This course focuses on clinical application of content from NURS520 Introduction to Primary Care Management. Both health promotion and management of selected common illnesses will be addressed in a variety of clinical settings appropriate to the students’ specialty. Weekly clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision.
Prerequisites: NURS 520, concurrent NURS 521A

NURS 509T Practicum in Primary Care Management III
5-6 credits
This course applies content from NURS 521B, Adult Primary Care Management I, and NURS 594B, Pediatric Primary Care Management. Both health promotion and management of increasingly complex illnesses will be addressed in a variety of clinical settings appropriate to the student’s specialty focus. Weekly seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to
NURS 509S concurrent NURS 521A

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

NURS 509W Antepartum and Postpartum Management for Family Nurse Practitioners
1 credits
This course is the clinical application of NURS593 Antepartum and Postpartum management for FNP’s. The course will focus on the critical analysis and application of evidence based practice relevant to the management of childbearing families during the antepartum and postpartum periods. Particular attention is given to differentiating common complaints from complications in antepartum/postpartum. Variables that predict increased risk for adverse obstetrical outcomes will be stressed. Specific health care needs and beliefs of culturally diverse populations are addressed.
Prerequisites: Prerequisites: NURS 584, Concurrent with NURS 593

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

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

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

NURS 515A Advanced Physiology/Pathophysiology I
3 credits
This foundational course uses physiological concepts as a basis for understanding pathophysiological processes across the life span. Pathophysiological processes are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based processes (e.g., pain). Emphasis is placed on the physiological and pathophysiological base for managing clinical problems. A working knowledge of undergraduate anatomy, physiology, and pathophysiology is assumed.
NURS 515B Advanced Physiology/Pathophysiology II
3 credits
This sequel to Nurs 515A continues emphasis on the physiological and pathophysiological base for managing clinical problems. The course addresses additional pathophysiological processes.
Prerequisites: NURS 515A

NURS 516A Applied Leadership Skills in Health Care Systems
3 credits
This course focuses on the knowledge and skills of personal and organizational leadership required as a manager, consultant, or advanced practitioner in a variety of health care organizations and systems. Emphasis is on the principles of interpersonal processes common to health care organizations, and leadership within the context of theories of organization, social and cognitive development, emotional intelligence and diversity.
Prerequisites: none

NURS 516B Health Care Systems Management and Improvement
3 credits
This course focuses on health care organizations and systems from the perspective of managing processes and improving service delivery. Content includes consideration of the impact of organizational culture, budget and costing of services, reimbursement policies, regulations, and union/non-union environments on health care delivery. Students become familiar with various applications and approaches used for quality improvement and risk management.
Prerequisites: none

NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing
3 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, psychosocial-cultural considerations, functional ability and developmental stage. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests.
Prerequisites: none

NURS 517C Health Assessment for Advanced Practice Nursing Lab
1-2 credits
This course focuses on development of critical thinking and clinical decision making skills in the process of health assessment. The course provides advanced theory in the assessment of an individual within the context of the family, community resources, psychosocial-cultural considerations, functional ability and developmental stage. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests. As one outcome of this course, students demonstrate comprehensive and integrative health assessment practice and written skills at the level required by their specialty.
Prerequisites: none

NURS 518 Reproductive Health Care Management
2 credits
Course Description: This course focuses upon the application of research, theory, and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology.
Prerequisite(s): NURS 517

NURS 518C Reproductive Health Care Management
1 credits
didactic; 1 credit clinical
Prerequisite(s): NURS 517

NURS 519A Applied Pharmacology I
3 credits
This foundational course addresses pharmacotherapeutics for advanced nursing practice with children and adults, including pharmacokinetics, pharmacodynamics, individualization of drug therapy, adverse effects and drug interactions of common drug classes. Outcomes of drug therapy, ethics, approaches to patient adherence and education regarding medication therapy are examined. Oregon State Board of Nursing and federal regulation of prescribing are also included.
Prerequisites: NURS 515A or Permission of faculty.
NURS 519B Applied Pharmacology II
2 credits
This course builds upon the principles of prescribing by analysis of common drug classes used in advanced practice nursing with adults and children. Factors affecting successful therapy such as effectiveness, safety, acceptability, cost, alternative regimens and patient behavior are analyzed.
Prerequisites: Graduate student status and NURS 519A. Other students need permission from the course coordinator.

NURS 520 Introduction to Primary Care Management
3 credits
This course focuses on community-based primary care practice. The approach to developing a community-based primary care practice applies a model of community engagement. The continuous improvement model will be used as a process for change with the community. This course is a requirement for nurse practitioner students.
Prerequisites: concurrent with NURS 514, NURS 517, and NURS 518

NURS 521A Adult Primary Care Management I
2 credits
This course focuses on management of common health problems of adults in primary care settings. Diagnostic reasoning is used to differentiate common problems. An evidence-based approach to primary care drawing upon theories, research, clinical knowledge and national standards is used to develop therapeutic plans for common health problems of adults. Required for FNP students.
Prerequisites: NURS 520

NURS 521B Adult Primary Care Management II
1-3 credits
This course focuses on management of common health problems of adults in primary care settings. Diagnostic reasoning is used to differentiate common problems. Evidence based care plans will be developed for primary care problems of adults drawing upon theories, research, clinical knowledge and national standards. Students will engage in clinical-decision making for more complex problems. Required for FNP students.
Prerequisites: NURS 521A

NURS 522 Advanced Practice Nursing Roles and Issues
2 credits
This course examines the components, competencies, and scope of practice of advanced practice nursing roles and selected contemporary, societal, legal, system, and professional issues pertinent to these roles.
Prerequisites: none

NURS 525/NURS 629 Diagnosis and Treatment of Symptoms and Functional Problems in Adults and Elders
3 credits
This course focuses on the enhancement of health and diagnosis and treatment of symptoms and functional health problems of elders and adults with complex physical illness. The chronic illness trajectory framework guides consideration of the acute and chronic illness experiences of clients and their families.
Prerequisites: none

NURS 526 Management of Complex Health Alterations in Acute & Chronic Illness
3 credits
This theory course is the second of two clinical nurse specialist courses designed to prepare the student for advanced nursing practice in management of complex health situations in a specialty population. This course builds on content presented in NURS 525 Management of Symptoms and Functional Problems in Adults and Elders. The course uses the illness trajectory framework to guide the management of complex health alterations encountered by the clinical nurse specialist.
Prerequisites: none

NURS 527 Reflective Clinical Nurse Specialist Practice
4-6 credits
This course enables the clinical nurse specialist (CNS) student to complete clinical practice projects with a selected adult population and to refine practice competencies related to the three spheres of CNS influence.
Prerequisites: none

NURS 544 Human Development in Advanced Nursing Practice
3 credits
This course will refine and advance knowledge of growth and development and apply it to clinical practice with children, adolescents and their families. Physical, psychological, linguistic, cognitive, emotional and moral theories and principles of growth and development will be studied and applied to advanced nursing practice with children and adolescents. Emphasis will be placed on determining the range of normative developmental behaviors and recognizing when behaviors warrant further evaluation. Students will draw from developmental theories to formulate clinical impressions and recommendation.

Prerequisites: NURS 571A and NURS 517B or permission of faculty

NURS 545 Illness and Disability in Childhood and Adolescence
3 credits
This course examines selected theoretical, research, and clinical literature for the care of children and adolescents experiencing illness and disabilities. Selected concepts include a) chronic illness and disabilities, b) individual and family perspectives, c) loss in children, adolescents and families, exemplar chronic conditions. This course builds on previous knowledge about growth and development, health promotion, psychosocial and cultural theories about health and illness. Selected models and strategies for assessment and intervention are addressed. Early intervention and referral strategies are explored.

Prerequisites: none

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

Prerequisites: NURS 571B for PMHNP Students, or permission from faculty for other specialties

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

Prerequisite: permission of instructor.

NURS 562/662 Assessment and Learning in Nursing
3 credits
This course has two foci. First, it introduces approaches, processes, and tools that can be used to assess adult learning, especially those that assess the student’s ability to use his/her knowledge/skills in a practical situation. Second, it provides experience in planning constructivist, student-centered learning activities that are both engaging and effective in achieving desired student performance. Special topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning, the use of portfolios, grading and reporting, and developing evidence for the achievement of nursing competencies.

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

Prerequisites: one year of graduate coursework or permission of the instructor.

NURS 564/664 Clinical Teaching
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.

**NURS 571A Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Child and Adolescent**

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

**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: none.

**NURS 572A Child and Family Therapy**

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

**NURS 572B Individual and Group Therapy with Adults**

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

**NURS 574A Psychopharmacology: Adults**

4 credits
This online course examines the neurobiological basis for psychopharmacology and principles of pharmacotherapeutic decision-making for psychiatric mental health nurse practitioners. Students will analyze the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits indicated for these symptoms, and practice guidelines using a case study format. Modules in this course include the prescription of psychopharmacologic agents in adult patients with depression, anxiety, and sleep disorders, as well as modules with a focus on comorbid depression and anxiety and the prescription of psychopharmacologic agents for children and adolescents with these disorders. Prerequisites: NURS 515A&B or concurrent, NURS 519A or concurrent NURS 571B and/or permission from instructor.

**NURS 574B Psychopharmacology: Children & Adolescents**
2 credits

This online course continues the examination of the neurobiological basis for psychopharmacology and principles of pharmacotherapeutic decision-making for psychiatric mental health nurse practitioners. Students will analyze the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits indicated for these symptoms, and practice guidelines using a case study format. Modules in this course include the prescription of psychopharmacologic agents in patients with bipolar disorder, schizophrenia, and ADHD, as well as modules that focus on the treatment of substance abuse, the schizophrenia prodrome, and the prescription of psychopharmacologic agents for children and adolescents.

Prerequisites: NURS 515A&B, NURS 519A, NURS 574A and NURS 571A or permission of faculty.

NURS 575 Rural Mental Health

3 credits

This course explores the role of the PMHNP, models of interdisciplinary collaboration, and mental health and psychological/psychiatric conditions relevant to rural populations and communities. The course applies content from advanced practice core and PMHNP specialty courses to assess rural mental health service and practice issues. Emphasis will be on the development of an advanced practice nursing mental health practice model to support the role of the PMHNP within the context of rural communities.

Prerequisites: NURS 571A&B, NURS 572A&B, and at least 2 credits of NURS 509K or KC, or permission of faculty.

NURS 581 Nurse-Midwifery Management of the Intrapartum Period

3 credits

This course is a critical analysis and application of current theory, research, and knowledge relevant to the nurse-midwifery management of women's care in the intrapartum period. The systematic evaluation of current nurse-midwifery management models and the analysis of factors which influence these models.

Prerequisites: NURS 584.

NURS 582 Management of the Newborn

3 credits

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

Prerequisites: None.

NURS 583 Foundations of Midwifery Care During the Reproductive Cycle

2-4 credits

This course focuses on the analysis of research, theory, models and standards that provide the foundation of midwifery care for women during the reproductive cycle. Physiologic, psychosocial and cultural aspects of women's health care are emphasized. Attention is given to the physiology of pregnancy, psychosocial development of the childbearing family, the historical development of health care and health care policy for childbearing women in the U.S., the history of midwifery and the ACNM, and the midwifery model of care.

Prerequisites: None

NURS 584 Antepartum & Postpartum Management

2 or 4 credits

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

Prerequisites: NURS 517, NURS 518, and NURS 583.

NURS 585 Primary Care for Nurse-Midwives

4 credits

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

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

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

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

NURS 603 Doctoral Dissertation
1-9 credits
The development and conduct of dissertation research. Doctoral candidates are required to take a Dissertation Seminar while conducting the dissertation. The seminar is N607DA (quantitative) or N607DB (qualitative), are offered for 1 credit. These credits count as, and then convert to dissertation credits (N603) in meeting the requirements for the degree.
Prerequisites: Completion of course work in program of study and approval by dissertation chair.

NURS 605 Reading and Conference
1-9 credits
The reading and conference provides an opportunity for an indepth 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 and approval by academic advisor or dissertation chair.

NURS 607B Pre-Dissertation Seminar
1 credit
This doctoral seminar provides a forum for scholarly exchange to facilitate the synthesis and integration of doctoral course work and experience in the conduct of research. The emphasis is on the development of a dissertation research proposal. First-year students will have the opportunity to identify faculty mentors, to develop and refine specific aims, and to review the literature for drafting a background and significance section. Second- and third-year students will be able to refine their work from the first year and begin to develop the methods for their dissertation work. The seminar will provide all students with the opportunity for the review and critique of scholarly work in process.
Prerequisites: May be concurrent with first- and second-year courses.

NURS 607D Dissertation Seminar
1 credit (counts as N603 credit)
The purpose of this seminar is to help the student 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 compliment the student-advisor relationship Doctoral candidates are required to take a Dissertation Seminar while conducting the dissertation. The seminar is N607DA (quantitative) or N607DB (qualitative), are offered for 1 credit. These credits count as, and then convert to dissertation credits (N603) in meeting the requirements for the degree.
Prerequisites: Approved dissertation proposal or permission of faculty during quarter of dissertation proposal defense.

NURS 607E Issues in Research Related to the Nursing Care of Older Populations
1-3 credits (the student may contract with a seminar faculty for additional work for more than 1 credit)
The focus of this seminar is on the discussion of conceptual and methodological issues in research related to the nursing care of older people, including issues of cultural diversity. The seminar participants will analyze
the everyday decisions that must be made when conducting research related to the nursing care of older people. The seminar is designed to provide multiple public examinations of the research ideas and activities of participants. It is expected that participants will thoughtfully critique the ideas and work of colleagues and present their own ideas and work for critique. Public collegial critique of one’s work helps to strengthen the science and guard against scientific misconduct. This course may be repeated for credit.

Prerequisites: Pre- or postdoctoral status or permission of the faculty.

NURS 607O Nursing Knowledge Seminar
3 credits (1 credit each quarter—fall, winter, and spring)
The focus of this 3-quarter seminar series is on exploration of how knowledge is developed and related to selected core concepts in nursing care. Students build skills in information retrieval, synthesis, and critique.
Prerequisites: Enrollment in post-baccalaureate PhD program; NURS510 and NURS512 may be concurrent.

NURS 607P Clinical Application Experience
3 credits
This course uses students’ clinical experience to examine and develop skills in the integration of nursing theory, practice, and research in action. Students are given opportunities to explore and reflect on nursing practice issues and problems. The goal is to assist students to develop skills in using extant nursing knowledge, expert consultation, and their own reflective capacities to analyze and integrate their nursing experiences. Students will complete 60 hours of clinical observation and participate in weekly seminars
Prerequisites: Enrollment in post-baccalaureate PhD program; NURS510 and NURS512 may be concurrent.

NURS 610A Conceptualization in Nursing Research
3 credits
This course focuses on critical analysis of the concepts used in nursing research. Students analyze a concept of relevance to their research area from a variety of perspectives. Criteria for critique of the conceptual aspects of research are explored.
Prerequisites: Master’s degree or completion of courses in first year of post-baccalaureate doctoral program of study.

NURS 610B Research Design
3 credits
This course focuses on the major types of research designs and their application to nursing research. Alternative ways of studying questions of relevance to nursing science and implications of choosing a research design will be explored.
Prerequisites: NURS610A; NURS612A

NURS 612A Nursing and Philosophy of Science I
2 credits
This course examines the systematic development of knowledge in nursing by considering multiple ways of knowing and the context for discovery of knowledge. Various means used to evaluate knowledge claims in the scientific community are analyzed. The course offers a review and critique of assumptions underlying major approaches to scientific inquiry and facilitates student analysis of their implications for the development of nursing knowledge
Prerequisites: Master’s degree or completion of courses in first year of post-baccalaureate doctoral program of study.

NURS 612B Nursing and Philosophy of Science II
2 credits
This course is the second in a two-quarter sequence, in which the systematic development of knowledge of nursing is examined. Epistemological, ontological and methodological assumptions of major inquiry paradigms are further explored. Controversial issues and questions in the development of nursing science will be identified and examined from the perspective of selected inquiry paradigms.
Prerequisites: NURS610A; NURS612A

NURS 616A Qualitative Methods I: Qualitative Methods for Nursing Science
3 credits
This is an introductory course on qualitative research methods. Philosophical assumptions and theoretical perspectives underlying qualitative research methods will be explored. Specific content includes general methods of qualitative design, methodological rigor, and ethical concerns. An overview of various qualitative methodologies will be introduced.
Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B

NURS 616B Qualitative Methods II: Advanced Qualitative Methods for Nursing Science
3 credits
In this advanced course on qualitative research methods, students will analyze specific modes of inquiry, including Grounded Theory, Phenomenology, Hermeneutics, Participatory Action Research, Narrative Analysis, Ethnography, and Qualitative Description. Additional advanced content includes evaluating qualitative research and introducing contemporary issues related to qualitative research.

Prerequisites: NURS 616A

NURS 617A Applied Statistics I
3 credits
In this course, students will learn to use inferential statistics to test research hypotheses. Particular emphasis is placed on testing research questions about group differences using t-tests, analysis of variance, and chi-square.

Prerequisites: Course in basic statistics; NURS610A; NURS612A; NURS610B; NURS612B

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

Prerequisites: NURS 617A

NURS 618 Advanced Measurement
3 credits
This course focuses on the testing aspects of measurement, with particular emphasis on factor analysis. The course is designed to provide the skills necessary to perform and interpret reliability and validity analyses, item analysis, and factor analysis. Students will be introduced to the types of reliability and validity, different approaches to factor analysis, and an overview of confirmatory factor analysis. Students are required to have some background in basic measurement.

Prerequisites NURS610A; NURS610B; NURS617A; NURS617B

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

Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B

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

Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B; NURS617A; NURS617B

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

Prerequisites: NURS610A; NURS612A

NURS 641 Physical Activity for the Prevention and Management Chronic Disease
3 credits
This seminar course focuses on the current theories and research on the role of physical activity for prevention and management of chronic disease. Students will gain an understanding of: 1) the link between activity and disease prevention and/or management, including the mechanism of causation and the dose of activity necessary for change; 2) the gaps in knowledge regarding such links for certain diseases that could lead to important research questions, and 3) the methodology used, and its limitations, for assessing the role of physical activity in chronic disease prevention/management.
NURS 642 Cultural Perspectives for Nursing Research
3 credits
This course provides an examination of the uses of the concept of “culture” in nursing research. We will examine the conceptualization of the term “culture” as well as other related, and potentially confounding concepts, such as “ethnicity,” “race,” social class, assimilation, and acculturation. We will examine the operationalization of the term culture, for example in work on assimilation and acculaturation. Finally, we will examine a set of case examples using the concept of culture. Students will each present their own findings from an analysis of literature on “culture” and a topic of interest to them.
Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B; N616A; NURS616B may be concurrent.

NURS643 Theoretical and Methodological Approaches in the Study of Family Health & Illness Across the Life Span
3 credits
This course focuses on the study of the family’s central role in promoting health and preventing illness of members, and in providing care to ill family members. Health and social policies shaping the family’s role in health and illness will be examined. Research with families and their children and families and older persons will be included.
Prerequisites: NURS610A; NURS612A; NURS610B and NURS612B may be concurrent.

NURS 644 Violence and Trauma
3 credits
Gender-based violence, or violence against women, is a major public health and human rights problem throughout the world. The course provides the opportunity to critically identify and analyze gender-based violence and its impact on the physical, reproductive and sexual, and psychological health of the female survivor. The course includes theoretical approaches to the study of gender-based violence, determinants of gender-based violence, clinical manifestations of various forms of violence, and culturally competent interventions at the individual, family, and societal levels.
Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B; NURS616A and NURS617A may be concurrent.

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

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

NURS 654 Health Disparities
3 credits
This course will critically examine research methods for the study of health disparities with culturally diverse and/or underserved individuals and families. The conceptualization and measurement of variables representing risk and disparities in individual and family research will be given particular attention, including: gender, sexual orientation, race and ethnicity, income and education, disability, and geographic location. Research methods will be examined for their biases and for their ethical, policy, and funding consequences to individuals and families experiencing health disparities. Strategies to increase the research involvement and inclusion of individuals and families experiencing social and health disparities will be included.
Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B; NURS616A; NURS616B; NURS617A; NURS617B
NURS 656 Theoretical Perspectives for Research with Individuals and Families

3 credits

This course focuses on the analysis of selected theoretical and conceptual perspectives for framing nursing research on individuals and families. These may include but will not be limited to: General Systems Approach, Symbolic Interaction, Ecological Perspective, Stress and Coping, Life Course Perspective, Social Conflict Theories, and Feminist Theories. Theoretical contributions from Developmental Psychology, Social-Cognitive-Behavioral Psychology, and Biosocial Perspectives will be explored. Their implications for nursing research and theory development will be examined.

Prerequisites: Master’s degree or completion of courses in first year of post-baccalaurate doctoral program of study.

NURS 657 Synthesis of Nursing Literature

3 credits

This course focuses on analytic strategies used to interpret the literature and inform nursing research and the evidence-base for practice. This doctoral-level course focuses on interpreting and synthesizing information for the development of appropriate research questions and intervention guidelines within a specialty area of practice or population at risk.

Prerequisites: NURS610A; NURS612A; NURS610B; NURS612B; NURS616A and NURS617A may be concurrent.
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Susan L Babcock, RN, FNP, Instructor, Klamath Falls Campus; BS, Oregon Health & Science University, 1996; MN, Oregon Health & Science University, 2002.

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Klamath Falls Campus

(Oregon Institute of Technology)
La Grande Campus

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