A Passion for Nursing

OREGON HEALTH & SCIENCE UNIVERSITY
SCHOOL OF NURSING

Catalog
2004-2005

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Welcome to the University

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

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

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

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

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

Peter O. Kohler, M.D.
President
In Pursuit of Knowledge

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 and high-technology professionals, scientists, environmental engineers, and managers for leadership in their fields.

Provide high-quality health care emphasizing the development and dissemination of new knowledge and cutting-edge technology.

Explore new basic and applied research frontiers in health and biomedical sciences, environmental engineering, computation, and information technology.

Improve access to health care and education through community service and outreach to Oregon’s underserved populations.
About OHSU

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

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

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

Schools

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

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

In addition to providing high-quality health care to more than 150,000 patients each year, OHSU's hospitals and clinics are the state's main sources for the clinical training of tomorrow's health professionals. OHSU also is nationally recognized for its clinical researchers who study disease processes and barriers to improve health, and who take the latest knowledge from the laboratory to the bedside and exam room.

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

Patient Demographics - 91% From Oregon

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

Patient Satisfaction - Consumers Say OHSU is Tops

For the second year in a row the National Research Corporation awarded OHSU Hospital the sole Consumer Choice Award for the Portland metro area. The 2004/2005
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

_Educat ing the Next Generation of Health and Science Professionals_

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

OHSU’s social contract to meet the needs of Oregon citizens affects the university’s educational mission in two ways.

First, it means that an OHSU education attempts to instill a sense of altruism and to create clinicians who will care for the needy and 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 & Engineering, its training extends beyond the Marquam Hill campus to every corner of the state. Classrooms take many forms - the traditional schoolroom, a patient’s bedside, a primary care clinic, a practitioner’s office in rural Oregon or in the inner city, a stretch of Oregon coast, a biomedical research laboratory, a community college classroom via the Internet, a shelter for the poor or a home for the elderly.

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

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

Performance Measures

- Dental graduates had a 98 percent first-time pass rate on the Western Regional Examination Board’s clinical licensing exam last year. For the last 10 years, the school has had a 97 percent pass rate on the National Board Examination.

- The School of Medicine is ranked second in the nation among American medical schools for its primary care education program for the fourth consecutive year in a row, as reported in _U.S. News & World Report_. An impressive 94 percent of graduates in the M.D. program pass their
licensure exams on the first attempt.

- 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 $260 million during fiscal year 2004. That money supports 3,195 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 $260 Million Annually

- Competitive funding awards have nearly quadrupled during the last decade — from $74 million in 1994 to more than $260 million in 2004.
- More than 95 percent of OHSU’s award dollars come from out-of-state sources. In fiscal 2004, that amount topped $247 million, nearly $223 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, statewide.

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

- The Oregon Poison Center receives more than 51,000 calls annually, including calls from all counties in the state.
- The Physician Consult Service receives nearly 33,000 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
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.
Message from the Dean

Dear Prospective Students and Friends:

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

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

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School of Nursing Profile

MISSION AND PHILOSOPHY

The Oregon Health & Science University School of Nursing is a statewide system of higher education whose faculty, staff, and students extend to four campuses with major educational access sites throughout Oregon. The school’s faculty is nationally and internationally renowned scholars, educators, and clinicians dedicated to excellence in the pursuit of knowledge and discovery, the holistic and compassionate care of individuals and communities and the professional development of each member of the school within a nurturing environment. Baccalaureate and master’s degree programs focus on the development of critical thinking and judgment, understanding of health systems and economics, and interdisciplinary care and communications in a variety of health care settings. Master’s degree programs also prepare nurses for advanced practice as nurse practitioners or clinical nurse specialists in a variety of specialties. Doctoral and postdoctoral programs prepare graduates for scholarly inquiry, independent research, and leadership in the health care arena. The members of the school value an educational community that fosters excellence, creativity, self-reflection, accountability, respect for diversity, and lifelong learning.

TRADITION: THE HISTORY OF THE SCHOOL

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

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

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

The University of Oregon Medical School, Department of Nursing Education offered courses using its own facilities and clinical resources at accredited community hospitals and agencies. In 1936, a public health nursing certificate program was accredited.

In response to national need, a diploma program was reestablished in 1943 as a wartime measure. (It was discontinued in 1950.) The degree program was accelerated for completion in four years. Public health nursing was incorporated into the generic degree program in 1956 under the guidance of Elnora Thomson, a leader in the field.

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

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

During the next decade, the school further developed and enlarged the undergraduate and graduate programs with the help of other grants. In 1961, funds from the U.S. Public Health Service supported a comprehensive study of mental health concepts in the baccalaureate program. The Nurse Training Act made possible additional major areas of graduate study and an increased undergraduate enrollment of registered nurses. The baccalaureate component was further strengthened in 1972 by a grant that developed a learning resources center. Other study and development grants assisted growth in various school programs, especially continuing education. The school began offering a master’s of nursing degree in 1971.

In November 1974, the School of Nursing, along with the University of Oregon dental and medical schools, became part of a single institution within the state system: the University of Oregon Health Sciences Center. Because that name failed to reflect independence from the University of Oregon, the state Legislature changed the name to the Oregon Health & Science University in 1981.

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

In the 1980s, change and progress were still the bywords of the OHSU School of Nursing. In the early part of the ‘80s, the school reorganized its programs to reflect nursing’s focus on health and interaction with specific client groups. The departments included Adult Health and Illness, Community Health Care Systems, Family Nursing and Mental Health Nursing. In June 1983, the school gained approval from the Oregon State Board of Higher Education to begin a new graduate curriculum. This new program was designed so that the master’s curriculum was the first component of a curriculum that leads to the doctor of philosophy degree in nursing. Admissions to the doctoral component began in fall 1985. Students are now able to enter the graduate program at two points, post-baccalaureate and postmaster’s, exiting with a master’s of nursing, master’s of science degree or a doctor of philosophy degree.

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

In 1992, the chancellor mandated a consolidation of state supported nursing education programs. This led to a joining of programs from Oregon Institute of Technology and Southern Oregon University with OHSU. At present the OHSU School of Nursing has programs at both the graduate and undergraduate levels located at four campuses — Ashland, Klamath Falls, La Grande and Portland.

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

LIABILITY AND INSURANCE

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

ACCREDITATION

The Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities.

Oregon Health & Science University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 11, 2003 and authorizes Oregon Health & Science University to offer the following degree program: Doctor of Philosophy in Nursing. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board at P.O. Box 43430, Olympia, WA 98504-3430.

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

The School of Nursing is accredited by the Commission on Collegiate Nursing Education and approved by the Oregon State Board of Nursing. The CCNE can be used as a resource for information regarding tuition fees and length of the program. Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120.

SCHOLASTIC REGULATIONS

Grading Systems

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 Unsatisfactory (WU), Withdrawn Satisfactory (WS). Certain OHSU courses are designated no grade courses. Students in these courses receive grades of Pass (P), or No Pass (NP). When the quality of work is satisfactory, but some requirement of the course has not been completed for reasons acceptable to the faculty, a report of incomplete may be made and additional time granted. Students are encouraged to remove a grade of “I” in the next quarter. If an “I” is not removed as contracted with the student, the faculty member may convert the “I” to a failing grade. An In Progress (IP) grade can be given for a course that is expected to continue across one or more terms (e.g. thesis, dissertation, reading and conference, or selected clinicals).

When a student withdraws from a course, the grade recorded on the transcript will be either WS, indicating that the student’s work was satisfactory at the time of withdrawal, or WU, indicating that the student’s work was
unsatisfactory at the time of withdrawal.

Marks of Pass/ No Pass

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

Grade Point Average

For 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”, “Aud,” “P” and “NP,” are disregarded in the computation of the grade point average.

Leave of Absence

With the approval of the school, a student may interrupt the program for a leave of absence providing one term has been successfully completed. When requesting a leave of absence, the student must establish the term and year to resume study. A leave of absence is normally granted for a period of one quarter unless circumstances warrant a longer period of time. Under no circumstances will a leave of absence be granted for more than one year. Due to a limited number of clinical placements, return from a leave of absence is dependent upon availability of clinical placements.

Withdrawal

A student who wishes withdraw from the program should 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 adviser before taking such action. Students who fail to register for a term during the regular academic year and who are not on an approved leave of absence will be considered administratively withdrawn. A student who has withdrawn from the program is required to apply for readmission at least one term prior to the desired term of admission by 1) filing an application form, 2) submitting a letter stating reasons for seeking readmission to the School of Nursing, and 3) submitting documentation of academic and/or work performance since leaving the program. If approved, the date of readmission is determined by availability of clinical and classroom resources.

Academic 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 and/or NP or WU grades earned, and/or failure to pass program benchmarks in a timely manner (see Student Handbook for more information). 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 academic 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)

Probation resulting from proscribed behavior rather than academic performance and that 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 Code of Conduct.

Dismissal

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

Scholastic Achievement

Undergraduate students in the top 10% of their class graduate summa cum laude; the next 10% magna cum laude and the next 15%

Application for Degree

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

Progression

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

Master's or Post-Master’s

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

Change in Credit Load & Concurrent Course Enrollment

Students who elect to drop a course or change credit load during the term must notify their advisor and OHSU registrar. Such changes are subject to a fee. Students are not allowed to enroll in two nursing courses that meet during the same hours in the same term.
Programs

UNDERGRADUATE PROGRAM

End of Program Competencies

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

1. Use theoretical concepts, research findings and other evidence and ways of knowing to guide nursing practice with clients across the life span, including end of life.

2. Practice in a safe, caring, responsible and accountable manner in accordance with professional ethics and acceptable standards of nursing practice.

3. Conduct a health assessment of diverse individuals, families and populations that will guide decision-making and nursing practice.

4. Use information technologies to support nursing practice.

5. Make sound clinical judgment, using critical thinking to identify and evaluate personal assumptions, values, purposes, abilities and knowledge and to reflect on the process and outcomes of judgments.

6. Understand the organization of the environment in which nursing and health care are provided by examining the aesthetic, socioeconomic, legal and political factors that influence the health care systems.

7. Provide culturally competent, sensitive and nondiscriminatory nursing care to diverse clients.

8. Design strategies or programs to promote optimal wellness of individuals, families or populations across the lifespan, including end of life.

9. Identify risk factors to health status of populations and determine effective risk reduction and disease prevention strategies.

10. Demonstrate beginning knowledge and skill in interdisciplinary collaboration and delegation in designing, managing and coordinating health care of individuals, families and populations.

11. Partner with individuals, families and populations in making health care decisions.

12. Understand the meaning(s) a symptom, illness, and health have for clients and their families and how these may influence their relationships with family members and health professionals.

13. Value life long learning as requisite to adapting nursing role(s) to dynamic changes in health and health care systems.

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

Admission

Applications for students seeking admission to the baccalaureate program are available online and are accepted Nov. 15 to Jan. 15 for the next academic year. Applicants may request admission to one or more campuses. If they are not accepted to the campus of their first choice, they may be reviewed for their additional choices. Records are reviewed and recommendations for admissions are forwarded to the Dean of the School of Nursing. The School of Nursing sends notice of acceptance or refusal.
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.

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

All students admitted to the OHSU School of Nursing must have completed 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 transcript must indicate completion of no less than 93 quarter (62 semester) hours of transferable college credits.

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

Humanities Electives:

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

Speech and Theatre Arts

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

Non-Nursing Course Requirements

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

### Lower Division Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Qtr.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Anatomy and Physiology*</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Microbiology*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chemistry to include Biochemistry*</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>College Algebra*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics (Descriptive and Inferential)*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nutrition*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td></td>
<td>37</td>
</tr>
<tr>
<td><strong>Arts and Letters and Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Interpersonal and Small Group Communication*</td>
<td>6/3</td>
<td></td>
</tr>
<tr>
<td>Arts and Letters and Humanities Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>(Recommending Philosophy, Foreign Language, Intercultural Communication and/or Sign Language)</strong></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Psychology*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Sociology*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development (Lifespan)*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cultural Anthropology*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>(Recommending Political Science, Economics or Business Sciences)</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td><strong>Lower Division Total:</strong></td>
<td></td>
<td>93</td>
</tr>
</tbody>
</table>

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

Computer Requirements

Students entering the upper division major are required to be able to run computer software with minimal tutorial assistance. All students will be expected to use computer skills of word processing, data bases and spreadsheets as they interact with the library and patient information systems, e-mail including asynchronous computer conferencing.

Transfer Students

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

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

Bachelor of Science Degree Program

Degree Requirements

Written English/English composition: nine credit hours.

Total credits: At least 186 quarter credit hours.

Credit in the major: At least 36 credit hours, including 24 hours in upper-division courses.

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

Credit in upper-division courses: A minimum of 62 credit hours.

Academic performance: Graduation requires a minimum accumulated GPA of 2.5 for all courses applicable for credit toward the baccalaureate degree.

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

Degree requirements: When requirements for degrees are changed, special arrangements may be made for students who have taken work under former requirements. In general, however, a student will be expected to meet the existing requirements at the time the degree is granted.
Second degree: Students who have a bachelor's degree in a field other than nursing must satisfy the admission requirements and take the lower division prerequisites that support the nursing major (see * courses on the list of lower division requirements). Students must also complete all of the upper division nursing major in residence at OHSU.

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 * prerequisites.

### Lower Division Requirements

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
<tr>
<td>Social Science Elective**</td>
<td>3</td>
</tr>
<tr>
<td>(Recommending Political Science, Economics or Business Sciences)</td>
<td></td>
</tr>
</tbody>
</table>

**Upper Division Nursing Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Division Nursing Major Program of Study for Students Entering Summer 2004*</td>
<td></td>
</tr>
<tr>
<td>Junior Year</td>
<td></td>
</tr>
<tr>
<td>Foundations for Nursing Practice (NURS 370)</td>
<td>2</td>
</tr>
<tr>
<td>Health Assessment (NURS 360)</td>
<td>3</td>
</tr>
<tr>
<td>Health Promotion (NURS 362)</td>
<td>2</td>
</tr>
<tr>
<td>Health Assessment &amp; Health Promotion Practicum (NURS361)</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Clinical Nursing (NURS 368)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Clinical Nursing Practicum (NURS 369)</td>
<td>4</td>
</tr>
<tr>
<td>Pathophysiological Process: A Foundation for Nursing Practice (NURS 372)</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Pharmacology (NURS 374)</td>
<td>3</td>
</tr>
<tr>
<td>Chronic Illness/ Family (NURS 354)</td>
<td>4</td>
</tr>
<tr>
<td>End of Life Care/ Family (NURS 356)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Care of Adults with Physiological Alterations (NURS 384)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Care of Adults with Physiological Alterations Practicum (NURS 385)</td>
<td>5</td>
</tr>
<tr>
<td>Nursing Care of Families During Health and Illness (NURS 386)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Care of Families During Health and Illness Practicum (NURS 387)</td>
<td>5</td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
</tr>
<tr>
<td>Leadership and Management in Nursing (NURS 472)</td>
<td>3</td>
</tr>
<tr>
<td>Ethics in Nursing (NURS 476)</td>
<td>3</td>
</tr>
<tr>
<td>Health Policy in Nursing (NURS 474)</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Nursing (NURS 484)</td>
<td>4</td>
</tr>
<tr>
<td>Mental Health Nursing Practicum (NURS 485 or (NURS 485A-C)</td>
<td>5</td>
</tr>
<tr>
<td>Community &amp; Environmental Health Nursing (NURS 486)</td>
<td>4</td>
</tr>
<tr>
<td>Community &amp; Environmental Health Practicum (NURS 487)</td>
<td>5</td>
</tr>
</tbody>
</table>
Reflective Practice Seminar A & B (NURS 488) Total of 4 credits. May be split over two quarters.
Clinical Focus Practicum (NURS 471) This course is offered either as one practicum course or as a series over several quarters during the Senior year. Sequencing varies by campus.
Reflective Practice Practicum (NURS 489) 7-9

Total Credits 93-95

Note: Clinical experience will be obtained in agencies located in multiple sites throughout Oregon and on a flexible schedule. Each clinical credit requires three hours in the clinical area per week. Students are responsible for their own transportation to, during and from clinical experiences.
Course sequence varies by campus; please check with your advisor to plan your course of study.
*This sample program of study is for students admitted Summer 2004. Students admitted prior to Summer 2004, please refer to previous catalogs.

Bachelor of Science Degree Program For Registered Nurses

A baccalaureate degree is available to registered nurses through the statewide RN/BS program. Applicants must: 1) be licensed as registered nurses and 2) have a minimum GPA of 2.5 to be eligible for consideration. Students who are currently completing their associate degree program in nursing and who are not yet licensed RNs may be contingently admitted to the RN/BS program, and may begin OHSU RN/BS course work during the final year of their associate degree program.

Registered nurses earn credits by completion of nursing courses in a variety of formats, including online, intensives, and credit by exam or portfolio. A total of 186 credit hours must be earned to receive a bachelor's of science degree. The breakdown of transferred credit is as follows: 30 credits are “articulated” from the associate degree program into their equivalent OHSU course requirements on an OHSU transcript; approximately 67 credits are earned in completing non-nursing courses; and the remaining 48 credits are fulfilled by courses and electives taken in the associate degree program.

RN/BS Curriculum

This program is designed for both full-time and part-time students. Program length will vary depending upon the student's previous education and the number of courses taken each quarter. The minimum amount of time required to complete the nursing course requirements for the baccalaureate degree is three terms of full time study. Most RN students enroll part time and take 2-3 years to complete the nursing course requirements. The Introduction to Evidence Based Practice course is a pre-requisite to all other nursing courses in the program. The Reflective Practice course is the final nursing course in the program. All other courses may be taken in any order, except that clinical courses must be taken concurrently or after the corresponding theory course, preferably in the next term but no longer than one year later. Clinicals take place in or near the community where a student resides. Submission of a portfolio for evaluation of prior learning is allowed for a few specific courses.

<table>
<thead>
<tr>
<th>RN/BS Curriculum</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 352</td>
<td>Introduction to Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 354</td>
<td>Chronic Illness/ Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 356</td>
<td>End of Life/ Family</td>
<td>4</td>
</tr>
<tr>
<td>NURS 362</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 372</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 472</td>
<td>Leadership &amp; Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 474</td>
<td>Health Policy in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 476</td>
<td>Ethical Issues &amp; Legal Aspects for Nursing &amp; Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 486</td>
<td>Community Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 487</td>
<td>Community Health Nursing Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 489</td>
<td>Reflective Practice</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 41
The non-nursing courses required for the RN/BS program may be taken at any accredited institution of higher learning. These non-nursing courses are not available through OHSU. Because course numbering differs at different schools, course titles and course descriptions are used to verify that courses are equivalent to the requirements. All non-nursing courses must be taken for a letter grade with the exception of electives that can be taken Pass/No Pass.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry with Lab</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>
</tbody>
</table>

**Total Credits:** 67

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

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

Admission

Applications for admission to the graduate programs (M.S., M.N., M.P.H., P.M.C.O. and Ph.D.) are available online at www.ohsu.edu/son. Additional specialty and program information is available on the School of Nursing website or by contacting the School of Nursing Academic Programs Information by e-mail or in writing at:

School of Nursing
Academic Programs Information,
SN-4S
Oregon Health & Science University
3455 SW US Veterans Hospital Road
Portland, OR 97239-2941
Phone: (503) 494-7725
E-mail: proginfo@ohsu.edu
www.ohsu.edu/son

Application Deadline

Applications for admission to nurse practitioner or nurse-midwifery specialties are due December 1 for fall term entry. Applications for all other master’s degree specialty offerings are due December 1 for spring and fall term entry and October 1 for winter term entry. Applications to the Ph.D. program are due December 1 for fall term entry. Graduate Record Examination (GRE) results must be forwarded to the Registrar’s Office by the application deadline. The School of Nursing reserves the right to process applications and admit students after the published deadline if space is available in the program. Applications received before December 1 may be evaluated early, and if found to be of exceptional quality, acceptance to the program may be offered before the deadline. If early notification is required, the applicant must request early review in writing and include this request in application materials submitted for review.

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

Applications not admitted to the graduate program who wish to be considered for admission must reapply in succeeding years. If reapplying within one year, a new application form must be submitted to the Registrar’s Office with the application fee. The new form will activate the existing file; however, consultation with the Office of Academic Program Information about updating application materials is strongly recommended. If reapplying after one year, a completely new application must be submitted, including professional and life experience statements, new transcripts, GRE scores and references. The Registrar’s Office forwards the complete application to the School of Nursing for review and recommendation. Applicants are notified in writing of their admission status.

Application Requirements

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

Information regarding the applicant’s
professional and life experiences is addressed
in the application and includes:

- Chronological data or resume that
  includes formal post baccalaureate
course work, employment in nursing
and other relevant areas, published
writing or media material,
presentations at professional meetings,
and professional seminars or
workshop attendance;

- A statement of the applicant’s purpose
  in seeking graduate nursing education
and understanding of the advanced
practice role, including rationale for
selecting a particular specialty area of
the graduate program, what is hoped
will be derived from the program, the
particular areas of interest and
concern, and aspirations after
graduation;

- Experience in relation to the
  functional roles of practice, teaching,
  and administration, including evidence
  on independent roles, innovations,
certification, and organizational
  responsibilities;

- Leadership experiences, including
  positions in professional, political,
  student or community organizations,
  and performance as a change agent in
  an organization;

- Any other significant personal or life
  experiences which have contributed to
  the applicant’s role in the nursing
  profession, such as cross-cultural
  experience and community
  involvement.

Doctoral applicants: Scholarly experiences,
including collaboration in or initiation of
research and summary of other scholarly
activities.

All graduate applicants are required to take
the GRE, except those applying to the post
master’s certificate option. The GRE needs to
be taken early as the results take
approximately six weeks to reach OHSU.
Unofficial scores may be noted on the
application pending receipt of the official
scores from the Educational Testing Service.
GRE preparation books are available in most
college bookstores and review courses are
available in some university and college
settings. Although the GRE evaluates
aptitude, it is still useful to study for the
examination. There is no time limit for when
GRE’s were taken, however, a copy of official
GRE scores must be submitted with the
application. Information, applications, dates
and administration sites for the GRE may be
obtained from:

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

Admission Requirements

It is expected that most applicants have a BS in nursing or BSN degree from a program accredited by the National League for Nursing Accrediting Commission or the Commission of Collegiate Nursing Education, have an undergraduate GPA of 3.0 or greater, have a combined verbal and quantitative GRE score of 1,000 or above, be eligible for an Oregon registered nurse license, be licensed in the state of Oregon prior to matriculation and have a satisfactory working knowledge of statistics. (Some specialties require an applicant to have completed at least one year of clinical practice as an RN).

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

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

Academic Standards

It is expected that master’s students in good standing will maintain a cumulative GPA of 3.0 and a GPA of 3.0 in the nursing major. In addition, it is expected that students will have earned a grade of C in no more than two courses, receive no failing grades or unsatisfactory withdrawals or not passing grades, or have no more than two incompletes in courses. At the completion of each term, students whose academic performance does not meet the requirements for good standing will be placed on probation or dismissed from the program.

Time Limit

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

Load and Residence Requirement

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

Graduate Program Fees

Graduate program tuition and fees are set each year. No staff fee privilege for OHSU employees can be honored for the graduate program. In addition to tuition and other required fees, a health service fee must be paid for students admitted to OHSU School of Nursing campuses.

Program Description

The master’s component at the School of Nursing has numerous specialty areas: Family Nurse Practitioner, Geriatric Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Nurse-Midwifery, and Adult Health and Illness Clinical Nurse Specialist, and Master’s In Public Health. 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.

Requirements

A minimum of 45 credits is required to obtain the master's degree, however, many master's and P.M.C.O. specialty areas require more credits to complete their degree programs. The candidate for the M.S. or M.P.H. degree conducts a master's research/practice improvement project. The M.N. degree does not require this project.

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

Objectives

Upon completion of the master's component, graduates will be able to:

- Demonstrate advanced knowledge and specialized practice in the nursing care of individuals, families or communities;

- Use the research process to investigate clinical problems and to improve clinical practice; and

- Advance nursing through leadership in practice and professional activity.

Master's Program of Study — All Specialties

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

<table>
<thead>
<tr>
<th>Master's Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503 Master's Research/ Practice Improvement Project*</td>
<td>3-6</td>
</tr>
<tr>
<td>NURS 510 Research Methods and Evidence-based Practice **</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Core Credits 11-14**

Statistics (if needed)** 3

* Not required for MN degree.

**Statistics credits do not apply toward the master's degree. Statistics should be taken at a university or community college and is a pre-requisite to Nurs510, usually offered fall term in the first year of the graduate specialty program. Master's students must have successfully passed a statistics course with a grade of "B" or better within five years prior to entry into the master's program.

Specialty Courses

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

Master's Specialty Programs

Adult Health and Illness Clinical Nurse Specialist

Adult Health and Illness Clinical Nurse Specialist specialty program encompasses the diagnosis and treatment of symptoms, functional problems, and risk behaviors of individual patients, their families, and groups in response to alterations in health status. This
specialty focuses on the nursing care of adults of all ages, drawing on evidence-based knowledge of the interaction among physiological, pathophysiological, developmental, and psychosocial processes and related phenomena. Illness management and health promotion are woven throughout the program, with emphasis on the movement of patients, their families, and groups across a trajectory of experiences and healthcare settings.

The program of study prepares Clinical Nurse Specialists (CNS) to provide advanced practice nursing in a variety of adult healthcare settings. Students develop competencies in designing services for patient populations, nursing personnel, and healthcare organizations. Clinical practice opportunities are provided in a variety of settings under the guidance of CNS mentors. Graduates are prepared to practice within healthcare organizations as direct care providers for target populations. The program of study includes sufficient hours of clinical practice for graduates to apply for state CNS certification and to take certification examinations offered in several areas by professional nursing organizations.

The Adult Health and Illness Clinical Nurse Specialties Master of Science degree program closed to new admissions as of July 1, 2004.

### AHI-CNS Specialty Program Of Study

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Practice Nursing Core Courses</strong></td>
<td>(23)</td>
</tr>
<tr>
<td>Nurs 514: Health Promotion and Health Protection (or CPH 537)</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 515A: Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 515B: Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 517: Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Nurs 519A: Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 519B: Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 522: Advanced Practice Nursing Roles</td>
<td>2</td>
</tr>
</tbody>
</table>

### Population Health Management Courses (12)

- Nurs 509A Practicum in Population Health Management (over 2 terms)
- Nurs 516A: Applied Leadership Skills in Health Care Systems
- Nurs 516B: Health Care Systems Management and Improvement

### Adult Health & Illness Courses (17)

- Nurs 509B: Clinical Nurse Specialist Practicum (over 2 terms)
- Nurs 525: Diagnosis and Treatment of Symptoms and Functional Problems in Adults and Elders
- Nurs 526: Management of Complex Health Alterations in Acute and Chronic Illness
- Nurs 527: Reflective Clinical Nurse Specialist Practice

<table>
<thead>
<tr>
<th>Core Credits</th>
<th>8 - 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Credits</td>
<td>52-55</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60-63</td>
</tr>
<tr>
<td>Practicum Hours</td>
<td>510</td>
</tr>
</tbody>
</table>

### Community and Public Health Nursing

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

Community and Public Health Nursing (CPHN) is a dynamic, innovative specialty that prepares registered nurses to provide nursing care to a variety of groups and populations in the community. Students in the CPHN program are encouraged to identify and explore the socio-cultural, economic, psychosocial, political, and organizational influences on the health care of populations.
The theory and practice of community and public health nursing reflects values and orientations associated with both nursing practice and public health. The CPHN program is rich with examples of care and programs that:

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

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

The knowledge and skills needed by community and public health nurses emphasize work with groups, populations, and communities who have health risks and needs. The knowledge and skills differ in many ways from those needed by nurses who work directly with individuals and families.

Employers of community and public health nurses want nurses who are adept in collaborating with community leaders and with other health professionals to focus on major community health issues and the systems to address them. Community agencies want assurance that their nurses have advanced knowledge of program planning, implementation and evaluation, care management systems, public health sciences, and the principles and practice of community and public health nursing.

The core courses within this specialty provide opportunities for learning about public health nursing practice improvement strategies, health policy development, and the organizational basis of the healthcare system. The community and public health nursing specialty courses are intended to provide you with specific knowledge and skills for assessing the health of vulnerable populations, analyzing health disparities, and developing, implementing and evaluating programs that focus on mitigating health disparities through disease prevention and health promotion.

Programs of study are designed to assure development of highly competent clinical nurse leaders in public health. Focus is on assessment, assurance, and policy interventions that affect the health of populations directly through the provision of nursing care to groups or indirectly by altering the elements that impinge on the health of the population. Students are encouraged to engage in critical thinking processes and to challenge themselves while exploring the often controversial and value-laden topics encountered in the community health setting.

The specialty welcomes qualified applicants who are new to community and public health practice, as well as those who are more experienced. Qualified applicants with a bachelor's degree in a field other than nursing may be considered. Students are expected to
use computer technologies such as internet, electronic mail, document sharing, and data management as learning modalities within the master’s program as well as within their practice after graduation. Many courses within the program of study are online. To facilitate distance-delivered education, faculty will work with health care agencies to arrange precepted experiential learning opportunities.

The Community and Public Health Nursing specialty offers the following degree options to meet varied community and student needs. Other options include a Post-Master’s Certificate. Check the School of Nursing Web site for up to date information.

- **Master’s of Public Health / Community and Public Health Nursing concentration.** This degree requires 55-58 credit hours of study. The degree program is offered ONLINE.
- **Ph.D. in Nursing and Master’s of Public Health in Public Health Nursing dual degree.** This dual degree option requires 130 credit hours of study.
- **Ph.D. in Nursing and Master’s of Public Health in Epidemiology and Biostatistics dual degree.** This dual degree option requires 140 credit hours of study. Applicants to the dual degree option must apply to both the School of Nursing (SON) and School of Medicine (SOM) track of the Oregon Masters of Public Health Program (OMPH).

### MPH Degree Program of Study

<table>
<thead>
<tr>
<th>MPH Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 530 Biometry Survey</td>
<td>4</td>
</tr>
<tr>
<td>CPH 533 Epidemiology Survey</td>
<td>3</td>
</tr>
<tr>
<td>CPH 537 Principles of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CPH 539 Concepts of Environmental &amp; Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 540 Policy, Organization and</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MPH Required Specialty Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507 A Public Health Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 535 Principles and Practice of Community Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 509A Practicum in Population Health Management</td>
<td>6</td>
</tr>
<tr>
<td>NURS516A Applied Leadership Skills in Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS516B Health Care systems</td>
<td>3</td>
</tr>
<tr>
<td>Management and Improvement</td>
<td></td>
</tr>
<tr>
<td>Electives - Choose one set of nine credits from either school of Nursing, or one of the other tracks of the OMPH</td>
<td>9</td>
</tr>
</tbody>
</table>

| Core Credits* | 11-14 |
| Required Credits | 44 |
| Total Credits for MS Degree | 55-58 |

### PHD/ MPH Public Health Nursing Dual Degree Program of Study

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Core Courses</td>
<td>37</td>
</tr>
<tr>
<td>Electives/ Cognate (MPH core courses meet this requirement)</td>
<td>9</td>
</tr>
<tr>
<td>Substantive Theory courses</td>
<td>9</td>
</tr>
<tr>
<td>Pre-dissertation seminar</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation (includes dissertation seminar)</td>
<td>27</td>
</tr>
<tr>
<td>Practicum (MPH practicum counts if research is a component)</td>
<td>3</td>
</tr>
</tbody>
</table>

**MPH Public Health Nursing courses**

- Master’s Nursing Core | 11 |
- MPH Core | 16 |
- 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 |

### CPHN Track (13)

<table>
<thead>
<tr>
<th>MPH Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507 A Public Health Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 516A Applied Leadership Skills in Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 516B Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>Management and Improvement</td>
<td></td>
</tr>
<tr>
<td>NURS 535 Principles and Practice of Community Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Support courses</td>
<td>6</td>
</tr>
</tbody>
</table>

| Total | 128 |
### PHD/MPH Epidemiology and Biostatistics Dual Degree Program of Study

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Core Courses</td>
<td>37</td>
</tr>
<tr>
<td>Electives/ Cognate (MPH core courses meet this requirement)</td>
<td>9</td>
</tr>
<tr>
<td>Substantive Theory courses</td>
<td>9</td>
</tr>
<tr>
<td>Pre-dissertation seminar</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation (includes dissertation seminar)</td>
<td>27</td>
</tr>
<tr>
<td>Practicum (MPH practicum counts if research is a component)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### MPH Public Health Nursing courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH Core</td>
<td>17</td>
</tr>
<tr>
<td>PH 512 Epidemiology I</td>
<td>4</td>
</tr>
<tr>
<td>PH 525 Biometry I</td>
<td>4</td>
</tr>
<tr>
<td>PH 517 Principles of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PH 518 Concepts of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 519 Health Systems Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Epidemiology Biostatistics track (33)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 513 Epidemiology II</td>
<td>4</td>
</tr>
<tr>
<td>PH 514 Epidemiology III</td>
<td>4</td>
</tr>
<tr>
<td>PH 526 Biometry II</td>
<td>4</td>
</tr>
<tr>
<td>PH 527 Biometry III</td>
<td>4</td>
</tr>
<tr>
<td>PH 503 Thesis</td>
<td>12</td>
</tr>
<tr>
<td>PH 566 Current Issues</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Public Health*</td>
<td>3</td>
</tr>
<tr>
<td>Research Ethics**</td>
<td>1-3</td>
</tr>
<tr>
<td>Additional selected classes ***</td>
<td>~11</td>
</tr>
</tbody>
</table>

**Total 140**

- * offered at PSU
- **nursing Ph.D. core ethics course may count toward the MPH ethics requirement
- ***11 credits of advanced methods and substantive theory courses may be used to meet the requirement in the MPH for additional selected courses

---

### 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 psychosocial and physical environmental stressors. Advanced practice psychiatric mental health nursing interventions are emphasized, including 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’s degree and postmaster’s certificate students in child and adolescent, adult, and geriatric concentrations. Students who select one of these options at the master’s 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.

#### Supervised Clinical Experience

Students are assigned to a faculty supervisor to plan clinical experiences and receive ongoing clinical supervision. Clinical experience begins in the second term of the program and continues until the student has met all clinical nursing course requirements. 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 an ongoing, weekly, collaborative process between each student, groups of 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’s level or more highly prepared 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. In a given term, an attempt will be made to coordinate the clinical experience with the course work in which the student is enrolled to allow the student an opportunity to synthesize theory, practice and research through experience in a single clinical setting.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults; AND/OR NURS 509K C Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child &amp; Adolescent</td>
<td></td>
</tr>
<tr>
<td>NURS 514 Health Promotion and Health Protection</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515A Regulatory Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Regulatory Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544 Child and Adolescent</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></td>
</tr>
<tr>
<td>NURS 571A Assessment, Diagnosis, and Treatment in Advanced Psychiatric Mental Health Nursing: Child/Adolescents</td>
<td></td>
</tr>
<tr>
<td>NURS 571B Assessment, Diagnosis &amp; Treatment in Advanced Psychiatric Mental Health Nursing: Adult</td>
<td></td>
</tr>
<tr>
<td>NURS 572A Child and Family</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572B Individual and Group Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574A Psychopharmacology: Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574B Psychopharmacology: Child and Adolescent</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

| NURS 507F Introduction to Motivational Interviewing I | 2       |
| NURS 575 Rural Mental Health Issues                   | 3       |

**Core Credits** 8-11

**Required/ Elective Credits** 60-68

**Total Credits** 68-75

**Practicum Hours** 680
Primary Health Care Program: Family and Geriatric Nurse Practitioners

The primary health care nurse practitioner program prepares registered nurses to become a family nurse practitioner or a geriatric nurse practitioner. The focus of the program is on primary health care that is continuous, comprehensive care and includes strategies to promote health, assess and manage acute and chronic health problems, and consult and refer as needed.

The FNP student addresses the health care needs of individuals and families across the life span. The GNP student focuses on the needs of the elderly individual within a family context. Students in both the family and geriatric 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 for the FNP students 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. GNP students have clinical experiences in private offices, acute care settings, community clinics, and community-based long term care settings. All students obtain experiences in clinical sites serving rural and underserved populations.

Certification as a Nurse Practitioner

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

Curriculum for the MS/MN Degree

All Master's PHC students complete a program of study that includes core graduate courses, advanced practice nursing core courses (pharmacology, health assessment, and pathophysiology), and specialty courses.

Master of science degree students complete the core courses required of all master's students. Master of nursing degree students complete all core courses except the research component.

Students may opt for full time or part time study, and must indicate their intended status in the purpose statement section of the application. Due to a limitation in clinical placements, preference is given to full-time applicants. There are a limited number of part-time positions available.

The master's level curriculum is composed of 69-74 credit hours. FNP and GNP students take the number of credits of required specialty courses depending on the practitioner specialty. The credits are distributed as follows:

<table>
<thead>
<tr>
<th>Family Nurse Practitioner Program of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>NURS 509R Practicum in Primary Care</td>
<td>2</td>
</tr>
<tr>
<td>Management I</td>
<td></td>
</tr>
<tr>
<td>NURS 509S Practicum in Primary Care</td>
<td>4</td>
</tr>
<tr>
<td>Management II</td>
<td></td>
</tr>
<tr>
<td>NURS 509T Practicum in Primary Care</td>
<td>6</td>
</tr>
<tr>
<td>Management III</td>
<td></td>
</tr>
<tr>
<td>NURS 509U Practicum in Primary Care</td>
<td>8</td>
</tr>
<tr>
<td>Management IV</td>
<td></td>
</tr>
<tr>
<td>NURS 509W Ante partum and Postpartum</td>
<td>1</td>
</tr>
<tr>
<td>Management for FNP's</td>
<td></td>
</tr>
<tr>
<td>NURS 514 Health Promotion and Health Protection</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515A Regulatory Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Regulatory Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 518 Reproductive Health Care</td>
<td></td>
</tr>
</tbody>
</table>
### Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 519 A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519 B Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 520 Introduction to Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 521 A Adult Primary Care Management I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 521 B Adult Primary Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
</tr>
<tr>
<td>NURS 584 Ante partum &amp; Postpartum Management</td>
<td>2</td>
</tr>
<tr>
<td>NURS 592 Advanced Primary Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 594 A Pediatric Primary Care Management I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 594 B Pediatric Primary Care Management II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Core Credits 8-11**

**Required Credits 61**

**Total Credits 69-72**

**Practicum Hours 660**

### 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.

All faculty members in the nurse-midwifery program participate in a faculty practice. This practice serves as the primary learning site for students, allowing faculty to maintain and demonstrate clinical excellence while working side by side with students. Other clinical opportunities are provided in community health centers, health maintenance organizations, migrant health clinics and private practices. Students receive more than 600 hours of supervised clinical practice in the program. During the final practicum experience, students help to select their own experiences, which can be in any appropriate setting where a contract can be negotiated.
The program requires six quarters of full-time study.

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

Certification and Licensure

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

Curriculum for the MS/MN Degree

MS students complete the core courses required of all master's students. MN students complete all core courses except for the research course sequence. Faculty have designed the specialty courses to complement the core knowledge and to provide students with the unique population focus necessary to successfully practice in their specialty. Nurse-midwifery students complete an additional 65 credits beyond the core course requirements. The program may be taken full or part-time. Selection of intention of status must be stated in the goals statement section of the application.

<table>
<thead>
<tr>
<th>Nurse-Midwifery Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
</tr>
<tr>
<td>NURS 507B Fundamentals of Teaching</td>
</tr>
<tr>
<td>Nurse-Midwifery Students</td>
</tr>
<tr>
<td>NURS 509L Practicum in Ante partum and Postpartum Management</td>
</tr>
<tr>
<td>NURS 509M Practicum in Nurse-Midwifery Mgmt of the Intrapartum Period</td>
</tr>
<tr>
<td>NURS 509N Practicum in Nurse-Midwifery Management I</td>
</tr>
<tr>
<td>NURS 509O Practicum in Advanced Women's Health Care Management</td>
</tr>
<tr>
<td>NURS 509P Practicum in Nurse-Midwifery Mgmt II</td>
</tr>
<tr>
<td>NURS 509Q Advanced Practicum in Nurse-Midwifery</td>
</tr>
<tr>
<td>NURS 509Y Primary Care Practicum for Nurse-Midwives</td>
</tr>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
</tr>
<tr>
<td>NURS 518 Reproductive Health Care Management</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
</tr>
<tr>
<td>NURS 581 Nurse-Midwifery Management of the Intrapartum Period</td>
</tr>
<tr>
<td>NURS 582 Management of the Newborn</td>
</tr>
<tr>
<td>NURS 583 Foundations of Midwifery Care During the Reproductive Cycle</td>
</tr>
<tr>
<td>NURS 584 Ante partum &amp; Postpartum Management</td>
</tr>
<tr>
<td>NURS 585 Primary Care for Nurse-Midwives</td>
</tr>
<tr>
<td>NURS 588 Advanced Women's Health Care Management</td>
</tr>
</tbody>
</table>

**Core Credits** 8-11  
**Required Credits** 65  
**Total Credits** 73-76  
**Practicum Hours** 690

Graduate Entry Program

Psychiatric Mental Health Nurse Practitioner and Nurse-Midwifery

The graduate entry program is designed for individuals with a bachelor's degree or higher in a field other than nursing, which desire to transition into nursing. This program will be a three-year master's 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’s specialty offerings for either midwifery or psychiatric mental health nurse practitioner. Upon completion of the program, graduates will be awarded either a master of science or master of nursing degree. Graduates will be eligible to take national certification exams for advanced practiced roles in either of those two specialties. (See graduate specialty program courses for PMHNP or NMW).

<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>4</td>
</tr>
<tr>
<td>Statistics (descriptive and inferential)</td>
<td>3</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>

<table>
<thead>
<tr>
<th>Program of Study (Pre-Licensure)</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>
</tbody>
</table>

**Post-Master’s Certificate Option**

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

**The P.M.C.O. 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. Seventeen to 27 credit hours of course work are available. For the person with a master’s in nursing the program of study requires a minimum of 17 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 27 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 507A Advanced Concepts in Nursing: Selected Topics</td>
<td>1</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>4</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>
</tbody>
</table>

**Required Credits**: 17

**Total Credits**: 17*

**Practicum Hours**: 30

*10 additional credits needed for students without a master’s degree in nursing.

## Ph.D. Program

An advisor is assigned to doctoral students the first year of the program 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 advisors to 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 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 occur in the context of a mutually agreed upon relationship between students and mentors.

## Ph.D. Expectations

- Recognize, analyze and interpret assumptions
- Discuss “trade-offs” made in decision
regarding issues in research, theory, and practice
- place research in the context of prior work and integrate theory, practice and research

Ph.D. Program Objectives

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

- Conduct research that generates, test, 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 and practice responsible to the needs and concerns of society.

Ph.D. in Nursing Requirements

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’s degree as well as the completed research dissertation in order to obtain the doctor of philosophy degree in nursing.

## Ph.D. Program of Study

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-Baccalaureate Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>The post-baccalaureate doctoral curriculum is composed of 113 credit hours distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>Masters Core Courses</td>
<td>8</td>
</tr>
<tr>
<td>Knowledge Development Seminars</td>
<td>12</td>
</tr>
<tr>
<td>Nursing Research Core Courses</td>
<td>37</td>
</tr>
<tr>
<td>Substantive Theory Courses</td>
<td>12</td>
</tr>
<tr>
<td>Electives/ Cognate</td>
<td>9</td>
</tr>
<tr>
<td>Pre-dissertation Seminar</td>
<td>6</td>
</tr>
<tr>
<td>Research Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Dissertation</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>113</td>
</tr>
</tbody>
</table>

### Post-Master's Curriculum

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Research Core Courses</td>
<td>37</td>
</tr>
<tr>
<td>Substantive Theory Courses</td>
<td>9</td>
</tr>
<tr>
<td>Electives/ Cognate</td>
<td>9</td>
</tr>
<tr>
<td>Pre-dissertation Seminar</td>
<td>6</td>
</tr>
<tr>
<td>Research Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Dissertation</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

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

### Masters Core Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods &amp; Evidence-Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Masters Credits</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

### 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 X 3
NURS 607P Clinical Application Seminar, 3 X 3
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. component are designed to provide students with the conceptual and technical skills needed to meet the program objectives.

NURS 610 A; Conceptualization in Nursing Research 3
NURS610 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 Conduction 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 Exercise Intervention for Prevention & Management of Chronic Disease
- NURS 642 Cross Cultural Perspectives
- NURS 643 Family Care Across the Lifespan
- NURS 644 Violence & Trauma
- NURS 650 Contemporary Policy 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), or that supports preparation for the nurse educator component of the full academic role.

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. Enrollment in this seminar is required until the dissertation proposal is approved. 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; again, 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 three benchmarks for doctoral students: a comprehensive examination, an oral candidacy examination, and the defense of the dissertation. 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 adviser 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, candidates are examined orally on their dissertation content by the Dissertation Committee in a public forum.

Residence Requirement

Students are required to fulfill a residency requirement of three consecutive terms. Nine credit hours are considered full-time study for doctoral students on the Portland campus or 6 credit hours for doctoral students in regional Ph.D. program. Doctoral students are required to file a Program of Study form prior to completing 27 credit hours of course work. The program is approved by the academic advisor and filed in the student file.

Academic Standards
Doctoral students in good standing are expected to have a cumulative GPA of 3.0. Students are placed on probation if more than two 2.0 grades are earned or a grade of 0, NP or WU is earned and/or program benchmarks are not passed in a timely manner. Students are dismissed if more than one failing grade is earned, more than three 2.0 grades are earned, or a combination of 2.0 and failing grades are earned.

**Time Limit**

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

**Post-Ph.D. 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, post doctoral 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.

**Non-degree Enrollment**

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

All course prerequisites must be met. Students will be allowed to take up to nine credits of course work without formal admission to a degree program. There is no commitment that course work taken under this classification will apply toward a graduate degree. Application for non-degree status is located on the School of Nursing website at: www.ohsu.edu/son
Finances

TUITION AND FEES

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

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

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

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

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

For further information call the Registrar’s Office at 503 494-7800.

Special Fees and Penalties

Application fee (not refundable) $60.00
Transcript fee—each official copy $ 8.00
Same day/ fax service $10.00
Credit-by-examination up to $40.00
Late Registration Fee $35.00
Graduation Fee $35.00

Regulations of Nonresident Fees

For purposes of admission and instruction fee assessment, an Oregon resident is one who (1) has been living in Oregon for the preceding 12 months and is primarily engaged in activities other than those of being a college student; and (2) is financially independent or whose parent or legal custodian meets the Oregon residency requirements. (Applicants should contact the Registrar’s Office, 503 494-7800, for definition and clarification.)

All other students are required to pay the nonresident fee.

OHSU Staff Fee Privileges

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

Student Expenses

The estimated cost of textbooks and instructional materials will vary depending on the course requirements and campus.

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

Registered nurses and graduate students are required to have current licenses to practice in Oregon at their own cost.
For graduate students, cost of textbooks and supplies varies depending on the program of study. Some programs may require a stethoscope, oto-ophthalmoscope and lab coat.

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

FINANCIAL ASSISTANCE

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

To apply for federal and/or state grants and loans, prospective students and returning students should complete the 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 1, however, many aid programs are limited and require early application. Students desiring scholarships should also complete a scholarship application which are available on the SON website. Nursing students from all campus sites should apply to the central Financial Aid Office located in Portland.

Federal Programs

Federal Work-Study Program. This program provides work opportunities for students to help meet educational expenses. Funds are awarded on the basis of need.

Federal Pell Grant. This program was designed to assist needy undergraduate students who do not have a prior Bachelor degree.

Federal Supplemental Educational Opportunity Grant. Grants from this program are awarded to undergraduate students who demonstrate exceptional financial need and who also qualify for the Federal Pell Grant.

Federal Direct Stafford Loans/ Plus Loans (subsidized and/or unsubsidized). Funds are provided directly by the federal government. The Subsidized Federal Direct Stafford Loan is awarded on the basis of financial need. The Unsubsidized Federal Direct Stafford Loan does not require financial need.

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

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

Institutional Loan. 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.

Oregon Opportunity Grant. Funds are awarded on the basis of need only to Oregon resident undergraduates. To apply, the student must complete the FAFSA form prior to the deadline established yearly by the Oregon Student Assistance Commission.
School of Nursing Scholarship Opportunities

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. Please contact the Office of Professional and Diversity Development in the School of Nursing for a list of organizations and available scholarships, (503) 494-7725. Awards are made on the basis of merit, diversity and need.

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

Student can also contact the National League for Nursing, 350 Hudson St., New York, NY 10014. Students seeking their first nursing degree should request the brochure “Scholarships and Loans — Beginning Education in Nursing.” Registered nurse students should request “Scholarships, Fellowships, Educational Grants and Loans for Registered Nurses.” Call the NLN at (800) 669-1656, for further information.
Facilities and Services

SCHOOL OF NURSING

The OHSU School of Nursing is internationally recognized for excellence in research. School of Nursing faculty 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 20 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.

Office of Research Development

The OHSU School of Nursing is strongly committed to faculty, postdoctoral and student research. The research services offered in the school 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.

Our research facilities are comprehensive, including data processing, a behavioral observation room, an exercise testing laboratory, bone densitometry testing, an exercise room, and dedicated space for telephone and in-person interviews.

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.

Four Campuses

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

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

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

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

The La Grande campus is located at Eastern Oregon University – the only four-year college in eastern Oregon. La Grande is 260 miles east of Portland and 174 miles west of Boise, Idaho. Established in 1929, EOU is a regional college offering 21 baccalaureate degrees, two associate degrees and a master’s in teacher education. A large majority of EOU students participate in a highly diversified extracurricular program, as well as sports and other recreational activities. Fifty different clubs and organizations help students to broaden their horizons. A student radio station, newspaper, concert, live art, lecture, television, and film groups provide other opportunities for variety in student life. The mountains of northeastern Oregon are a haven for outdoors enthusiasts, with fabulous opportunities for skiing, backpacking, camping, climbing, photography, hunting and fishing.

The Portland Campus is located at the Marquam Hill campus of Oregon Health & Science University, which offers degrees in nursing, medicine, dentistry and certificates in several allied health programs. Portland is Oregon’s largest city, population 1.5 million, and offers entertainment in the arts and theater, museums of art and science, restaurants and nightlife. The city supports professional basketball and hockey teams. Area colleges and universities include Lewis and Clark College, Northwestern School of Law, Portland State University, Reed College, Linfield College and University of Portland. Opportunities for outdoor recreation abound in Portland and the Pacific Northwest. Nearby rivers and lakes invite swimming, boating and other water sports. Mountains and ocean beaches within an hour and a half drive attract campers, hikers, cyclists, skiers and climbers.

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

SOCIAL ACTIVITIES AND ATHLETICS

General invitations are extended to all students to attend special lectures and meetings at OHSU. Notices of these events are posted on student bulletin boards and through e-mail notices. Social events are planned each year by student organizations, and Portland provides exciting and varied cultural activities throughout the city. Because
of enrollment limitations each year and the highly specialized and concentrated nature of health care studies, OHSU is unable to sponsor athletics.

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.

STUDENT ORGANIZATIONS AND SERVICES

Organizations

SON Student Government

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

Oregon Nursing Student Association

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

Sigma Theta Tau

The Beta Psi chapter of this international invitational nursing honorary was installed in the School of Nursing in 1976. The purposes are to recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession.

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

Services

Health Service

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

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

The student health service serves registered students in degree and certificate programs 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.

**Office of Diversity and Multicultural Affairs**

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

**Students with Disabilities**

The university believes that a diverse student body enhances the educational opportunities for all students and is committed to accommodating individuals with disabilities. If you are a student with a documented disability or you think you might experience a disability and believe you will need reasonable accommodations while a nursing student at OHSU, we encourage you to contact the Assistant Director for Professional and Diversity Development (503/ 418-2167) as soon as possible or the Office of Student Access at 503/ 494-0082.

**School of Nursing Office of Professional and Diversity Development**

The Office of Professional and Diversity Development, located on the fourth floor of SON, exists to accomplish two major goals: to enhance and sustain integrated community for learning, development, and academic success among students, faculty, and staff here at the School of Nursing; and to recruit, develop and retain the most effective, most diverse student body, faculty and staff to carry out the varied missions of the statewide School of Nursing.

**Bookstores**

School of Medicine/ School of Nursing/ School of Dentistry Bookstore

The OHSU Bookstore operates for the convenience of students. The bookstore is a nonprofit store that stocks course textbooks, general reference books and medical instruments such as stethoscopes and sphygmomanometers. The bookstore has a new location beginning November 1, 2004, which is on the second floor of the OHSU Fitness and Sports Center.

**Academic Advising**

Ashland, La Grande, and Klamath Falls 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 (Southern Oregon, Eastern Oregon
or Northwestern Oregon). Students use email and telephone in communicating with their advisor. The RN/BS Program Director is also available depending on the situation.

Graduate students are assigned an adviser at the time of admission and they must set up an initial appointment before fall term registration. Graduate students are encouraged to meet with their advisors on a regular basis throughout their academic program.

OPDD also serves as a resource for students to access support services such as tutors, editors, and cultural adjustment advising.

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

NURS305/405 Reading and Conference  
1-2 credits  
Course Description: Any term, Hours to be arranged.  
Prerequisites: NONE  

NURS307/407 Seminar  
1-2 credits  
Course Description: Any term: Hours to be arranged.  
Prerequisites: NONE  

NURS309/409 Practicum  
2 credits  
Course Description: Any term. Hours to be arranged  
Prerequisites: NONE  

NURS309C Labor and Delivery Practicum for Grad Entry Only  
2 credits  
Course Description: 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. This course is taken concurrently with NURS 386, 387  

NURS352 Evidence Based Practice - for RNBS only (formerly Nur 470)  
3 credits  
Course Description: This course introduces RN’s to current thinking in the profession regarding using research evidence as a basis for nursing practice. This course is the transition course for RN’s returning to nursing school. This RN-BS transition course provides students with skills and understanding to question standard nursing practices, seek evidence to evaluate practices, and appraise the evidence to determine which practices yield the best client outcomes.  
Prerequisites: None  

NURS354 Chronic Illness/ Family  
4 credits  
Course Description: The purpose of this course is to provide a foundation for concepts that underlie evidence-based nursing practice with persons and families who live with chronic conditions presented across the life span.  
Prerequisites: First summer quarter courses as taught on each campus.  

NURS361 Health Assessment/ Health Promotion Lab  
2 credits  
Course Description: 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.  

NURS362 Health Promotion for RNBS only  
3 credits  
Course Description: This course emphasizes the nurse’s role and required skills in health promotion and the development of individual and family self-care competencies, and their relationships within the community. The range of health determinants throughout the lifespan and those lessons learned in the scholarship of application to reduce health risks and enhance protective factors will be addressed. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. A variety of direct care experiences in varied settings will be designed to enrich student skill and knowledge of context.  
Prerequisites: NONE The course is taken concurrently with Nursing 360, 362, 370.  

NURS366 End of Life/ Family  
4 credits  
Course Description: Revised course. Currently under development.  
Prerequisites: First summer quarter courses as taught on each campus.  

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

NURS362 Health Promotion  
2 credits  
Course Description: This course emphasizes the nurse’s role and required skills in health promotion and the development of individual and family self-care competencies, and their relationships within the community. The range of health determinants throughout the lifespan and those lessons learned in the scholarship of application to reduce health risks and enhance protective factors will be addressed. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. A variety of direct care experiences in varied settings will be designed to enrich student skill and knowledge of context.  
Prerequisites: NONE The course is taken concurrently with Nursing 360, 362, 370.  

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

NURS361 Health Assessment/ Health Promotion Lab  
2 credits  
Course Description: 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.  

NURS362 Health Promotion  
2 credits  
Course Description: This course emphasizes the nurse’s role and required skills in health promotion and the development of individual and family self-care competencies, and their relationships within the community. The range of health determinants throughout the lifespan and those lessons learned in the scholarship of application to reduce health risks and enhance protective factors will be addressed. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. A variety of direct care experiences in varied settings will be designed to enrich student skill and knowledge of context.  
Prerequisites: NONE The course is taken concurrently with Nursing 360, 362, 370.  

NURS362 Health Promotion for RNBS only  
3 credits  
Course Description: This course emphasizes the nurse’s role and required skills in health promotion and the development of individual and family self-care competencies, and their relationships within the community. The range of health determinants throughout the lifespan and those lessons learned in the scholarship of application to reduce health risks and enhance protective factors will be addressed. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. A variety of direct care experiences in varied settings will be designed to enrich student skill and knowledge of context.  
Prerequisites: NONE The course is taken concurrently with Nursing 360, 362, 370.
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Prerequisites: NONE

NURS366 End of Life Care
3 credits
Course Description: This course examines the theoretical and research foundations of care for patients and families across the lifespan during the transition at the end of life. Concepts of palliative and supportive nursing care within an interdisciplinary team model are emphasized. Students will explore physical, psychosocial and spiritual responses in progressive illness, dying, and death.
Prerequisites: NURS 370, 360, 361, 362, 372, 368, 369, and 374

NURS368 Introduction to Clinical Nursing
3 credits
Course Description: This course focuses upon the knowledge and conceptual bases for beginning therapeutic nursing interactions with and interventions for clients. The course content builds upon knowledge of humanity, communication, and previous and/or concurrent courses.
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
Course Description: This course focuses upon the development of beginning therapeutic nursing interactions and interventions with patients/clients. Students learn the practice application of cognitive, psychomotor, technical and interpersonal skills with individual patient/clients in the health care setting.
Prerequisites: First summer quarter courses as taught on each campus. This course is taken concurrently with NURS 368.

NURS370 Foundations For Nursing Practice
2 credits
Course Description: 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

NURS372 Pathophysiological Processes: A Foundation for Nursing Practice
3 credits
Course Description: This course provides an introduction to pathophysiological processes that underlie many different disease states and health deviations across the lifespan. Human responses to these pathophysiological processes will be explored to provide a foundation for nursing practice.
Prerequisites: First summer quarter courses as taught on each campus.

NURS374 Clinical Pharmacology
3 credits
Course Description: This course provides a basic theoretical framework for pharmacodynamics and pharmacokinetics and their application to nursing. The content focuses on nursing implications relevant to pharmacology, including application across diverse populations, elements of clinical decision making, safe nursing practice, and establishing and monitoring client outcomes.
Prerequisites: NONE.

NURS380 Family Nursing
3 credits
Course Description: This course explores family care across the lifespan. Learning experiences are designed to assist students to understand and apply the different bases for nursing practice with families and family caregivers: evidence, conceptual and philosophical, regulatory, and tradition. Strategies and interventions that nurses can use with families and family caregivers will also be explored. Clinical learning experiences will be provided in concurrent clinical practicum course (NURS 385 or 387).
Prerequisites: NURS 370, 360, 361, 362, 372, 368, 369, and 374

NURS384 Nursing Care of Adults with Physiological Alterations
4 credits
Course Description: This course focuses on the analysis, integration, and evaluation of the scientific knowledge underlying the nursing management of human responses of adults to potential or actual physiological alterations in health status. This course emphasizes clinical decision-making in setting priorities and in selecting therapeutic interventions across the trajectory
of health and illness. The effect of multiple interacting environments upon the ill adult 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 - for students admitted prior to summer 2004
6 credits
Course Description: 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

NURS385 Nursing Care of Adults with Physiological Alterations: Practicum
5 credits
Course Description: 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

NURS386 Nursing Care of Families During Health and Illness
4 credits
Course Description: 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.

NURS387 Nursing Care of Families During Health and Illness: Practicum- for students admitted prior to summer 2004
6 credits
Course Description: This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.

NURS387 Nursing Care of Families During Health and Illness: Practicum
5 credits
Course Description: This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.

NURS386 Nursing Care of Families During Health and Illness
4 credits
Course Description: 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.

NURS387 Nursing Care of Families During Health and Illness: Practicum
6 credits
Course Description: This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.

NURS387 Nursing Care of Families During Health and Illness: Practicum
5 credits
Course Description: This course applies the theoretical, research, and practice foundations to nursing care of families. Therapeutic nursing interventions with families and children are practiced.

NURS399B Health Assessment Class for RNBS only - students admitted prior to 2004
3 credits
Course Description: This course provides a basic foundation of knowledge and skills involved in the physical and psychological assessment of individuals.

NURS471 Clinical Focus Practicum
5-7 credits
Course Description: This course examines selected psychosocial and physiological processes and their relationship to caring and caring therapeutics in clinical nursing practice. This course provides opportunities to explore multiple nursing roles, apply therapeutic interventions, think critically, and communicate skillfully with multiple clients in designated settings.

NURS471C Clinical Focus - Immersion - PDX only
7 credits
Course Description: This course examines selected psychosocial and physiological processes and their relationship to caring and caring therapeutics in clinical nursing practice. This course provides opportunities to explore multiple nursing roles, apply therapeutic interventions, think critically, and communicate skillfully with multiple clients in designated settings.

NURS472 Leadership and Management in Nursing
3 credits
Course Description: This course analyzes concepts related to nursing leadership and management in the context of health care delivery systems, and examines leadership and management roles in relationship to
tradition, change, and socially responsible nursing practice.
Prerequisites: First summer and first fall quarter as taught on each campus.

NURS474 Health Policy in Nursing
3 credits
Course Description: This course analyzes health and social policy, and examines relationships among sociocultural, political, economic, technological, environmental, ethical, and legal factors as they impact nursing practice, health care delivery, and public policy.
Prerequisites: First summer and first fall quarter as taught on each campus.

NURS476 Ethics in Nursing
3 credits
Course Description: This course introduces the student to the analysis of ethical issues and dilemmas that arise in nursing practice and in health care systems. Emphasis is on values clarification; models for ethical decision making; collaborative approaches to analysis of ethical dilemmas; consideration of relevant legal aspects; and related documents that guide professional practice.
Legal aspects of nursing practice are explored.
Prerequisites: First summer and first fall quarter as taught on each campus.

NURS484 Mental Health Nursing
4 credits
Course Description: This course examines the theoretical and research bases for mental health nursing of vulnerable populations across the lifespan. Mental health problems of individuals, families and groups are explored within their environmental and cultural context. Emphasis is on the self-reflective aspect of critical thinking as it pertains to therapeutic interventions and interpersonal relationships.
Prerequisites: First summer and first fall quarter as taught on each campus, (Usually taken concurrently with NURS 485).

NURS485 Mental Health Nursing: Practicum - for students admitted prior to summer 2004
6 credits
Course Description: This course provides experiences in delivering nursing care to selected vulnerable populations. Students apply critical thinking skills and knowledge to mental health nursing interventions with diverse clients.
Prerequisites: NURS 486 or may be 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.

NURS485A-C Mental Health Nursing: Practicum
5 credits
Course Description: This course provides experiences in delivering nursing care to selected vulnerable populations. Students apply critical thinking skills and knowledge to mental health nursing interventions with diverse clients.
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

NURS486 Community & Environmental Health Nursing
4 credits
Course Description: 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: Prerequisites: NURS 486 is usually taken concurrently; Two of the three following course sets: NURS 386 and 387; NURS 484 and 385; and also NURS 370, 371, 372, 369 and 374.

NURS487 Community & Environmental Health Nursing : Practicum - for students admitted prior to summer 2004
6 credits
Course Description: 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: 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.
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: 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.

NURS488 Reflective Nursing Practice - for students admitted prior to summer 2004
2 credits

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

NURS488A Reflective Nursing Practice
2 credits

Course Description: Revised course. Currently under development.
Prerequisites: Successful completion of the first year of upper division coursework

NURS488B Reflective Nursing Practice
2 credits

Course Description: Revised course. Currently under development.
Prerequisites: Successful completion of the first year of upper division coursework

NURS489 Reflective Nursing Practice: Practicum - for RNBS only
6 credits

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

NURS503 Master’s Research/Practice Improvement Project
1-3 credits

Course Description: In this course, students conduct a data-based project under the supervision of SoN faculty. Critical elements include the design, analysis, interpretation, and reporting of data. Students collaborate with an investigator using either data from an IRB-approved study, or a quality improvement initiative at a clinical agency. Students in the MS/PhD program may elect to conduct a pilot study with the approval of their advisor, preliminary to their dissertation research. The outcomes of the MRP/PIP may take the form of a formally written report, a co-authored manuscript for publication, or an individual NRSA (F31) application.
Prerequisites: Prerequisites NUR510; completion of RCR and HIPAA research module.

NURS505 Reading and Conference
1-3 credits

Course Description: 
Prerequisites:

NURS506 Special Projects
1-3 credits

Course Description: 
Prerequisites:

NURS507A Current Issues in Public Health
3 credits

Course Description: 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:

NURS507B Fundamentals of Teaching Nurse-Midwifery Students
3 credits
Course Description: 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:

NURS507F Introduction to Motivational Interviewing
1-2 credits
Course Description: 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:

NURS507G Advanced concepts in nursing: Evidence-based Practice
3 credits
Course Description: 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 identification of competencies and design of learning activities to integrate evidence-based practice into nursing undergraduate programs.

Prerequisites:

NURS507H Advanced concepts in nursing: Selected topics
1-3 credits
Course Description: This course introduces students to concepts underlying new competencies for nursing practice. Students will work with an advisor to identify concepts relevant for their area of practice and teaching and to design a study plan, learning activities and project relevant for their work.
aggregates. Students implement aspects of the clinical nurse specialist (CNS) role that focus on building expertise in therapeutics for nursing specialties. Students carry a caseload of clients or aggregates.

Prerequisites: Nurs510 Research Methods and Evidence-Based Practice and Nurs522 Advanced Practice Nursing Roles and Issues. Nurs509B may be taken concurrently to Nurs522 with faculty permission only.

NURS509C GNP Practicum
1-3 credits
Course Description: 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; Nurs520 Introduction to Primary Care

NURS509D Practicum in nurse-midwifery education
2 credits
Course Description: 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:

NURS509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults
1-6 credits
Course Description: Supervised and precepted advanced clinical practice is directed toward the development and continuing growth of competent, scholarly, and reflective psychiatric mental health nurse practitioners. The practicum will focus on adult clients, and will include therapy with individuals, couples, families, and groups as well as consultation and practice with 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 assessment, analysis, critique and evaluation skills.

Prerequisites: NURS509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child & Adolescent
1-6 credits
Course Description: Supervised advanced clinical practice is directed toward the development of competent, scholarly, reflective practitioners. The practicum will include therapy with individuals, couples, families and groups as well as consultation and practice with organizations and programs in settings that serve socioeconomically underserved or culturally diverse populations of children and adolescents. An interactive supervision experience with faculty and student peers is directed toward the development of assessment, analysis, critique and evaluation skills.

Prerequisites:

NURS509L Practicum in Antepartum and Postpartum Management
2 credits
Course Description: This course focuses on clinical application of content from Antepartum and Postpartum Management. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty. Weekly clinical seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisites: NURS509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults
1-6 credits
Course Description: 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:

NURS509M Practicum in Nurse-Midwifery Management of the Intrapartum Period
3 credits
Course Description: This course focuses on clinical application of content from NURS581: Nurse Midwifery Management of the Intrapartum period. Students will continue the previous term’s work in antepartum management while adding clinical experience in inpatient assessment and the management of labor and delivery. Weekly clinical seminars will be used to synthesize theoretical and research perspectives with the clinical aspects of patient care using exemplars from student experiences. Students will be assigned to one of the nurse-midwifery faculty practice sites and will work under direct faculty supervision.

Prerequisites:

NURS509N Practicum in Nurse-Midwifery Management I
3 credits
Course Description: This course focuses on clinical application of content from NURS 581: Nurse-
Midwifery Management of the Intrapartum Period. Emphasis is on essential content basic to the provision of skilled intrapartum care as well as advanced skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included.

Prerequisites:

NURS509O Practicum in Advanced Women’s Health Care Management
2 credits

Course Description: This practicum is designed to build upon management and clinical skills in antepartum, postpartum, and gynecological areas for an advanced practicum experience. The course is intended to be taught over several terms, with an individualized plan of study designed in conjunction with the course coordinator. The site in which the practicum is conducted will reflect the student’s and course coordinator’s joint assessment of learning needs in preparation for the advanced practicum placement.

Prerequisites: Prerequisites: NURS518 Reproductive Health Care Management; NURS588 Advanced Women’s Health Care Management

NURS509P Practicum in Nurse-Midwifery Management II
3 credits

Course Description: This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period, NURS 521A: Adult Primary Care Management I, NURS 521B: Adult Primary Care Management II, and NURS 521C: Adult Primary Care Management III. Weekly clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision. Required for nurse midwifery students.

Prerequisites:

NURS509Q Advanced Practicum in Nurse-Midwifery
8 credits

Course Description: This advanced practicum experience provides an opportunity for the student to explore professional issues related to nurse-midwifery in an off-campus site. This experience is designed to develop breadth and depth in complex clinical decision making essential for beginning nurse-midwifery practice.

Prerequisites:

NURS509R Practicum in Primary Care Management I
2-3 credits

Course Description: This course applies content from NURS518, Health Promotion and Health Assessment. Health assessment, health promotion, and basic management of common illnesses will be addressed in a variety of clinical settings appropriate to the student’s specialty focus. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences.

Prerequisites:

NURS509S Practicum in Primary Care Management II
2-4 credits

Course Description: This course focuses on clinical application of content from NURS520 Introduction to Primary Care Management. Both health promotion and management of selected common illnesses will be addressed in a variety of clinical settings appropriate to the 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: Prerequisites: NURS20 Introduction to Primary Care

NURS509T Practicum in Primary Care Management III
5-6 credits

Course Description: This course applies content from NURS 521B, Adult Primary Care Management I, and NURS 594B, Pediatric Primary Care Management. Both health promotion and management of increasingly complex illnesses will be addressed in a variety of clinical settings appropriate to the student’s specialty focus. Weekly seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision.

Prerequisites:

NURS509U Practicum in Primary Care Management IV
8 credits

Course Description: This course applies content from NURS 592 Advanced Primary Care Management. Both health promotion and management of increasingly complex illnesses will be addressed in a variety of clinical settings appropriate to the student’s specialty focus. Weekly seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision.

Prerequisites:
NURS509W Antepartum and Postpartum Management for FNP’s
1 credits
Course Description: This course is the clinical application of NURS593 Antepartum and Postpartum management for FNP’s. The course will focus on the critical analysis and application of evidence based practice relevant to the management of childbearing families during the antepartum and postpartum periods. Particular attention is given to differentiating common complaints from complications in antepartum/postpartum. Variables that predict increased risk for adverse obstetrical outcomes will be stressed. Specific health care needs and beliefs of culturally diverse populations are addressed.
Prerequisites: Concurrent with N593 Antepartum and Postpartum Management for FNP’s

NURS509Y Primary Care Practicum for Nurse-Midwives
1 credits
Course Description: This course focuses upon clinical application of content from Nurs585 Primary Care for Nurse Midwives. Students will be assigned to primary care clinical sites with preceptor guidance and faculty supervision. Weekly clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. This is a required course for midwifery students.
Prerequisites:

NURS509Z GNP Practicum in Long Term Care
2-3 credits
Course Description: This course focuses on clinical application of content from Nurs555 Common Physical Problems of Elders to elderly persons in long-term 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. Clinical seminars will be used to synthesize theoretical and research perspectives on best practices for geriatric persons. Students will be assigned to clinical sites with preceptor guidance and faculty supervision.
Prerequisites: N555 Common Physical Problems of Elders; N554 Common Mental Health Problems of Elders; N520 Introduction to Primary Care Management

NURS510 Research Methods and Evidence-Based Practice
4 credits
Course Description: The purpose of this course is to enhance students' abilities to comprehend, critique and apply research methodology and research-based evidence in a variety of advance practice settings. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats.
Prerequisites: Statistics
Waivers considered under the following situations: A student who has used statistics in some regular component of their job, including running analyses. A student who has earned a masters' degree in another field and used statistics as part of their thesis work. A student who's previous statistics course is 5.5 years old at the time of admission to the master's program.

NURS512 A Critical Analysis of Health Disparities
4 credits
Course Description: This course will critically analyze the complexity of health disparities rooted in multiple levels of historic and contemporary inequities. These levels include health care systems, health policies and health care professionals. The critical thinking process throughout the course will emphasize ethical considerations. Existing multi-level intervention strategies aimed at eliminating health disparities will be assessed.
Prerequisites:

NURS514 Health Promotion and Health Protection
3 credits
Course Description: This course emphasizes assessment and management of health promotion and protection with individuals, families, or communities throughout the lifespan. It examines research-based strategies, nursing interventions and theoretical frameworks for advanced nursing practice.
Prerequisites:

NURS515A Advanced Physiology/Pathophysiology I
3 credits
Course Description: This foundational course uses physiological concepts as a basis for understanding pathophysiological processes across the life span. Pathophysiological processes are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based processes (e.g., pain). Emphasis is placed on the physiological and pathophysiological base for managing clinical problems. A working knowledge of undergraduate anatomy, physiology, and pathophysiology is assumed.
Prerequisites:

NURS515B Advanced Physiology/Pathophysiology II
3 credits
Course Description: This sequel to Nurs 515A, Advanced Physiology and Pathophysiology I, continues emphasis on the physiological and pathophysiological base for managing clinical problems. The course addresses additional pathophysiological processes.
Prerequisites:

NURS516A Applied Leadership Skills in Health Care Systems
3 credits
Course Description: 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:

NURS516B Health Care Systems Management and Improvement
3 credits
Course Description: 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:

NURS517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing
4 credits
Course Description: This course focuses on development of clinical decision-making skills in the process of health assessment. The course provides advanced theory in the assessment of an individual within the context of the family, psycho-social-cultural considerations, functional ability and developmental stage. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests.
Prerequisites:

NURS518 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. 2 credits didactic; 1 credit clinical.
Prerequisites: Physical Assessment course

NURS518C Reproductive Health Care Management
1 credits
Course Description: This course focuses upon the application of research, theory, and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology. 2 credits didactic; 1 credit clinical.
Prerequisites: Physical Assessment course

NURS519A Applied Pharmacology I
3 credits
Course Description: This foundational course addresses pharmacotherapeutics for advanced nursing practice.
with children and adults, including pharmacokinetics, pharmacodynamics, individualization of drug therapy, adverse effects and drug interactions of common drug classes. Outcomes of drug therapy, ethics, approaches to patient adherence and education regarding medication therapy are examined. Oregon State Board of Nursing and federal regulation of prescribing are also included.

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

NURS519B Applied Pharmacology II
2 credits
Course Description: This course builds upon the principles of prescribing by analysis of common drug classes used in advanced practice nursing with adults and children. Factors affecting successful therapy such as effectiveness, safety, acceptability, cost, alternative regimens and patient behavior are analyzed.

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

NURS520 Introduction to Primary Care Management
3 credits
Course Description: This course focuses on community-based primary care practice. The approach to developing a community-based primary care practice applies a model of community engagement. The continuous improvement model will be used as a process for change with the community. This course is a requirement for nurse practitioner students.

Prerequisites:

NURS521A Adult Primary Care Management I
2 credits
Course Description: This course focuses on management of common health problems of adults in primary care settings. Diagnostic reasoning is used to differentiate common problems. Evidence based care plans will be developed for primary care problems of adult drawing upon theories, research, clinical knowledge and national standards. Students will engage in clinical-decision making for more complex problems. Required for ANP, FNP, GNP, WHCNP, and midwifery students.

Prerequisites:

NURS522 Advanced Practice Nursing Roles and Issues
2 credits
Course Description: This course examines the components, competencies, and scope of practice of advanced practice nursing roles and selected contemporary, societal, legal, system, and professional issues pertinent to these roles.

Prerequisites:

NURS525 Diagnosis and Treatment of Symptoms and Functional Problems in Adults and Elders (cross list with N629)
3 credits
Course Description: 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:

NURS526 Management of Complex Health Alterations in Acute & Chronic Illness
3 credits
Course Description: This 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 N525 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:

NURS527 Reflective Clinical Nurse Specialist Practice
4-6 credits
Course Description: This course enables the clinical nurse specialist (CNS) student to complete clinical practice projects with a selected adult population and to refine practice competencies related to the three spheres of CNS influence.

Prerequisites:
CPH530 Biometry Survey  
4 credits  
Course Description: 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:  

NURS536A Health Systems Management I  
4 credits  
Course Description: This two-quarter course provides students with an integrative perspective of organizational strategy and management in health care. The course includes analysis of a health care organization and its environment, using quantitative and qualitative decision models. Focus in the first quarter is internal and external analysis and in the second quarter on application of information from analysis from all areas of the organization (e.g. financial, marketing, information systems, service delivery) and environment to the development and evaluation of strategic alternatives, and implementation of change. A key aspect is strategy development and implementation in a turbulent environment.  
Prerequisites:  

NURS536B Health Systems Management II  
4 credits  
Course Description: This two-quarter course provides students with an integrative perspective of organizational strategy and management in health care. The course includes analysis of a health care organization and its environment, using quantitative and qualitative decision models. Focus in the first quarter is internal and external analysis and in the second quarter on application of information from analysis from all areas of the organization (e.g. financial, marketing, information systems, service delivery) and environment to the development and evaluation of strategic alternatives, and implementation of change. A key aspect is strategy development and implementation in a turbulent environment.  
Prerequisites:  

CPH533 Epidemiology Survey  
3 credits  
Course Description: 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:  

NURS535 Principles and Practices of Public Health  
4 credits  
Course Description: 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:  

NURS537 Principles of Health Behavior  
3 credits  
Course Description: This course provides students with the opportunity to examine the psychosocial, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are also examined. The course also presents ethical principles of professional and personal concern to health educators.  
Prerequisites:  

NURS538 Health Care Financing  
3 credits  
Course Description: The course examines the development, implementation and management of financial and other resources in health services organizations. Nursing’s role in productivity improvement, budgeting models, use of monitoring systems, and the impact of reimbursement systems and managed care on resource allocation are examined.
Fiscal strategies for the nurse entrepreneur are also discussed.

Prerequisites:

CPH539 Concepts of Environmental and Occupational Health
3 credits
Course Description: Basic knowledge and skills required to assess impacts of environmental health contaminants. Teaching format utilizes representative examples of environmental health problems. Each example will include assessment of environmental interactions, health effects, risk assessment, and control measures.

Prerequisites:

CPH540 Policy, Organization and Financing of Health Care
3 credits
Course Description: Course focus is on the manner in which health care in the United States is organized and administered as well as the forces which are influencing change in the structure and delivery of health services. Specific topics of analysis and discussion include: structure of the health care system, the providers, health care personnel, financing health care, planning, and evaluation.

Prerequisites:

NURS544 Child and Adolescent Development in Pediatric Nursing Practice
3 credits
Course Description: 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 nursing practice with children and adolescents.

Prerequisites:

NURS545 Illness and Disability in Childhood and Adolescence
3 credits
Course Description: In development

Prerequisites:

NURS552 Understanding and Intervening in Common Mental Health Problems of Elders
3 credits
Course Description: This course focuses on the most common affective and cognitive disorders affecting older adults. These common conditions include depression, dementia, loss, and coping with illness. Other mental health issues that affect the older population will also be covered, such as delirium, substance abuse, and the mental health needs of special populations such as those with schizophrenia and developmental disabilities. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping the advanced practice nursing student to understand the specific dynamics of the older adult’s mental health concerns and develop interventions or programs tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings.

Prerequisites: Permission of instructor

NURS561 Curriculum and Instructional Design in Nursing
3 credits
Course Description: This course emphasizes best practices in adult learning, drawing heavily on the model, Understanding by Design™, developed by Wiggins and McTighe. Key features of the model explored in this course include: developing students' understanding of enduring ideas, backward planning, and performance-based assessment to achieve program competencies. Other relevant models are explored and compared to the UBD model. The format will be two-day intensives, with online discussion and curriculum design activities throughout.

Prerequisites:

NURS562 Assessment and Learning in Nursing
4 credits
Course Description: This course, the second in a series, 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 high-quality instructional rubrics to aid student learning, the use of portfolios, grading and reporting, and developing evidence of the achievement of nursing competencies. Introduction to the approaches, processes, and tools that can be used to assess adult learning. Emphasis is given to applications at the classroom, clinical and program levels and to practices that themselves contribute to adult learning. Special topics include design of rubrics (guidelines for scoring performance), use of portfolios, grading and reporting, monitoring attainment of competencies.
NURS563 Simulation in Nursing Education
3 credits
Course Description: This course explores the complexities of implementing a simulation program, and how to integrate simulation into individualized courses and the 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:

NURS564 Clinical Teaching
3 credits
Course Description: This course examines a variety of clinical teaching models. It emphasizes the design of clinical learning experiences, drawing on studies of the clinical laboratory, and the development of skill in clinical judgment. Students will be guided through the identification of key competencies, enduring understandings, and identification of relevant and predictable clinical learning opportunities in their practice settings. Issues in transforming clinical teaching models will be explored.
Prerequisites:

NURS571A Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Child and Adolescent
3 credits
Course Description: 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.

NURS571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult
3 credits
Course Description: 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.

NURS572A Child and Family Therapy
3 credits
Course Description: 
Prerequisites:

NURS572B Individual and Group Therapy with Adults
3 credits
Course Description: 
Prerequisites:

NURS574A Psychopharmacology: Adult
2 credits
Course Description: 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:

NURS574B Psychopharmacology: Child & Adolescent
2 credits
Course Description: This online course continues the examination of the neurobiological basis for...
NURS581 Nurse-Midwifery Management of the Intrapartum Period
3 credits
Course Description: This course is a critical analysis and application of current theory, research, and knowledge relevant to the nurse-midwifery management of women’s care in intrapartum period. The systematic evaluation of current nurse-midwifery management models and the analysis of factors which influence these models.
Prerequisites:

NURS582 Management of the Newborn
3 credits
Course Description: A critical analysis and application of current research, theory and knowledge relevant to the nurse-midwifery/nurse practitioner management of the neonate.
Prerequisites:

NURS583 Foundations of Midwifery Care During the Reproductive Cycle
2-4 credits
Course Description: 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:

NURS584 Antepartum & Postpartum Management
2 or 4 credits
Course Description: This course focuses on the critical analysis and application of current theory, knowledge, and research relevant to the primary management of childbearing women and their families during the antepartum and postpartum periods. 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: Nurs517 Health Assessment for APN; Nurs518 Reproductive Health Care Management; Nurs583 Foundation of maternal Care in Midwifery during the Reproductive Cycle (NMW)

NURS585 Primary Care for Nurse-Midwives
4 credits
Course Description: This course is designed for graduate students in the nurse-midwifery specialty and focuses upon non-reproductive primary care management in the female population. Diagnostic reasoning is used to differentiate common problems. Management will focus upon minor, acute complaints with appropriate triage and referral of chronic or life-threatening illness. An evidence-based approach to primary care drawing upon theories, research, clinical knowledge and national standards will be used to develop therapeutic plans for common non-reproductive health problems of adolescent and adult women.
Prerequisites:

NURS588 Advanced Women’s Health Care Management
2 credits
Course Description: This didactic course focuses on the management of more complex gynecologic health problems of women seen in ambulatory care settings.
Prerequisites: Prerequisites: NURS518 Reproductive Health Care Management

NURS592 Advanced Primary Care Management
3 credits
Course Description: This course focuses on management of increasingly complex and urgent health problems of individuals in primary care settings. The diagnostic reasoning process is applied to differentiate these health problems. The clinical decision-making processes are examined in relation to management of these problems. Evidence based care plans drawing upon theories, research, clinical knowledge and national standards are developed by students for complex and urgent health problems in primary care. Required for ANP, FNP, GNP, PNP, and WHCNP students.
Prerequisites:

NURS594A Pediatric Primary Care Management I
2 credits
Course Description: This course focuses on health promotion and management of common health problems of infants through adolescents and their families. Physiologic, health behavior, developmental, family and psychological concepts and research appropriate to pediatric health care will be used to develop therapeutic plans of care for common health problems of children and their families. Diagnostic reasoning will be used to differentiate common problems. Required for FNP and PNP students.

Prerequisites:

NURS594B Pediatric Primary Care Management II: Common Health Problems
2 credits
Course Description: This course focuses on management of common acute and chronic health problems of infants through adolescents and their families. Theories, research, and practice knowledge will be used to examine physiologic, health behavior, developmental, family, and psychological concepts appropriate to pediatric primary care. Required for FNP and PNP students.

Prerequisites:

NURS601 Research Practicum
1-4 credits
Course Description: The research practicum provides the doctoral student with an opportunity to work with a faculty mentor on some aspect of the faculty member's research related to nursing care. This course may be repeated for credit.

Prerequisites: Prerequisites: Permission of instructor.

NURS603 Doctoral Dissertation
1-9 credits
Course Description: May be taken any term.
Prerequisites:

NURS603 Doctoral Dissertation
1-9 credits
Course Description: May be taken any term.
Prerequisites:

NURS605 Reading and Conference
1-9 credits
Course Description: 
Prerequisites:

CPH605 Reading and Conference
1-3 credits
Course Description: 
Prerequisites:

NURS607B Pre-Dissertation Seminar
1 credits

Course Description: 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:

NURS607D Dissertation Seminar
1 credits
Course Description: The purpose of this seminar is to help the student to progress through the stages of dissertation work. Designed for doctoral candidates that have obtained approval of the dissertation proposal, the seminar will provide a forum for scholarly exchange and learning about the conduct of research. This seminar will complement the student-advisor relationship

Prerequisites:

NURS607O Nursing Knowledge Seminar (Post-Baccalaureate PhD only)
1 credits
Course Description: The focus of this course 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:

NURS607P Clinical Application Experience (Post-Baccalaureate PhD only)
3 credits
Course Description: 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:

NURS610A Conceptualization in Nursing Research
3 credits
Course Description: 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:

NURS610B Research Design
3 credits
Course Description: 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 practice will be explored.

Prerequisites:

NURS612A Nursing and Philosophy of Science I
2 credits
Course Description: 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:

NURS612B Nursing and Philosophy of Science II
2 credits
Course Description: This course is the second in a two-quarter sequence, in which the systematic development of knowledge of nursing is examined. Epistemological, ontological and methodological assumptions of major inquiry paradigms are further explored. Controversial issues and questions in the development of nursing science will be identified and examined from the perspective of selected inquiry paradigms. Prerequisite: NURS 612A

Prerequisites: Prerequisites: NURS612A Nursing and Philosophy of Science

Nurs616A Qualitative Methods I
3 credits
Course Description: This is an introductory course on qualitative research methods. Philosophical assumptions and theoretical perspectives underlying qualitative research methods will be explored. Specific content includes general methods of qualitative design, methodological rigor, and ethical concerns. An overview of various qualitative methodologies will be introduced.

Prerequisites: Nurs 616 Qualitative Methods for Nursing Science

Nurs616B Qualitative Methods II
3 credits
Course Description: 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 619A Qualitative Methods I

NURS617A Statistics I
3 credits
Course Description: In this course, students will learn to use inferential statistics to test research hypothesis. Particular emphasis is placed on testing research questions about group differences using t-tests, analysis of variance, and chi-square.

Prerequisites:

NURS617B Statistics II
3 credits
Course Description: 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:

NURS618 Advanced Measurement
3 credits
Course Description: 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/B Conceptualization, Design and Measurement and Nurs617A Statistics I and Nurs617B Statistics II

NURS 620 Ethics in the Conduct of Research
3 credits
Course Description: 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: Doctoral or post-doctoral level

NURS625 Design and Analysis for Nursing Intervention Studies
3 credits
Course Description: This course focuses on the development and conduct of nursing intervention studies. Experimental and quasi-experimental designs in nursing research and the analyses approaches that are commonly used with these designs are emphasized. Special attention will be given to the development and description of independent variables and the selection and measurement of dependent variables.

Prerequisites:

CPH633 Epidemiology Survey
3 credits
Course Description: 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:

NURS640 Symptom Management
3 credits
Course Description: This purpose of this course is to review the conceptualization and research base underlying symptom management research and practice. 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 issue.

Prerequisites:

NURS641 Physical Activity for the Prevention and Management Chronic Disease
3 credits
Course Description: 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 diseases for which there is a definitive link between activity and disease prevention and/or management, including the mechanism of causation and the dose of activity necessary for change; and 2) the gaps in knowledge regarding such links for certain diseases that could lead to important research questions.

Prerequisites:

NURS642 Special Topics: Cultural Perspectives
3 credits
Course Description: In development

Prerequisites:

NURS643 Family Care Across the Lifespan
3 credits
Course Description: Families have a central role in promoting health and preventing illness of members; they also provide most of the health and medical care received by ill family members in the community. As a society, we increasingly rely on families to provide care as a matter of health and social policy. Because of their central role, families are a prime determinant of the health of the population.

Prerequisites:

NURS644 Special Topics: Violence and Trauma
3 credits
Course Description: Gender-based violence, or violence against women is a major public health and human rights problem throughout the world. The course provides the graduate students with 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:

NURS650 Contemporary Policy Issues in Gerontology
3 credits
Course Description: 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:

NURS651 Nursing Research: Independent Older Adults
3 credits
Course Description: The focus of the course is the analysis and evaluation of research specific to the functional health of older adults and biological processes of aging. Major concepts include physiological changes with aging, mobility, energy balance, managing chronic illness and symptoms, maintaining health, caregiving, and other roles. Critical analysis of research will review topics and research-based interventions. Methodological issues and measurement appropriate for the study of independent older adults will be emphasized, including issues related to recruitment, retention, and response shift.

Prerequisites:

NURS652 Understanding and Intervening in Common Mental Health Problems of Elders
3 credits

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

Prerequisites: Permission of instructor

NURS653 Nursing Research: Older Adults Needing Assistance
3 credits

Course Description: The focus of the course is the analysis and evaluation of research specific to the health and well being of older adults who need help to maintain activities of daily living. Major concepts include biological and behavioral changes associated with acute illness, dementia, frailty, residence in care facilities, and need for community-based long term care. Critical analysis of research will review topics and research-based interventions. Methodological issues and measurement appropriate for the study of frail older adults with be emphasized, including ethical issues related to recruitment, retention, and proxy data.

Prerequisites:

NURS654 Health Disparities
3 credits

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

Prerequisites:

NURS656 Theoretical Perspectives for Research in Nursing
3 credits

Course Description: This course focuses on the analysis of selected theoretical and conceptual perspectives for framing nursing research. 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:

NURS657 Synthesis of Nursing Literature
3 credits

Course Description: This course focuses on analytic strategies, primarily meta-analysis, used to interpret the literature and inform nursing research and practice. This doctoral-level course focuses on interpreting information for the development of application criteria and intervention guidelines within a specialty area of practice or population at risk.

Prerequisites:

NURS661 Curriculum and Instructional Design in Nursing
3 credits

Course Description: This course emphasizes best practices in adult learning, drawing heavily on the model, Understanding by Design™, developed by Wiggins and McTighe. Key features of the model explored in this course include: developing students' understanding of enduring ideas, backward planning, and performance-based assessment to achieve program competencies. Other relevant models are explored and compared to the UBD model. The format will be two-
day intensives, with online discussion and curriculum design activities throughout.

**Prerequisites:**

NURS662 Assessment of Learning in Nursing

3 credits

**Course Description:** This course, the second in a series, 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 high-quality instructional rubrics to aid student learning, the use of portfolios, grading and reporting, and developing evidence of the achievement of nursing competencies.

**Prerequisites:**

NURS664 Clinical Teaching

3 credits

**Course Description:** This course examines a variety of clinical teaching models. It emphasizes the design of clinical learning experiences, drawing on studies of the clinical laboratory, and the development of skill in clinical judgment. Students will be guided through the identification of key competencies, enduring understandings, and identification of relevant and predictable clinical learning opportunities in their practice settings. Issues in transforming clinical teaching models will be explored.

**Prerequisites:**
Faculty

Virginia J Adams, RN, MSN, Assistant Professor, Ashland Campus; BSN, California State University, Fresno, 1974; MSN, Oregon Health Sciences University, 1989.

Nancy M Alsdurf, RN, MN, Instructor, La Grande Campus; BS, University of Portland, 1973; MN, University of WA, Seattle, 1979.

Patricia G Archbold, DSNc, RN, FAAN, Professor, Portland Campus; BS, Columbia University, 1966; MS, University of California, San Francisco, 1970; DSNc, University of California, San Francisco, 1980.

Glenna R Awbrey, MP, Lecturer, La Grande Campus; BS, Eastern Oregon University, 1998; MP, University of Cambridge, 2003.

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

Patrice M. Barreto, MSW, Lecturer, La Grande Campus; BS, Portland State University, 1985; MSW, University of Oregon, 2000.

Tempie D Bartell, RN, MS, FNP, Instructor, La Grande Campus; BSN, Oregon Health Sciences University, 1993; MS, Oregon Health Sciences University, 2000.

Diane S Bauer, MS, Instructor, Portland Campus; BS, Linfield College, 1994; MS, Oregon Health & Science University Portland, OR, 2001.

Ann K Beckett, RN, PhD, Assistant Professor, Portland Campus; BS, Columbia Union College, 1967; MS, Catholic University of America, 1980; PhD, Oregon Health Sciences University, 2001.

Jill A Bennett, PhD, RN, Assistant Professor, Portland Campus; MS, University of California, 1998; PhD, University of California, 2000.

Cretia A Benolken, RN, MS, Instructor, Portland Campus; BS, The College of St. Catherine, 1955; MS, Catholic University, 1958.


Leslie Bevan, PhD, Assistant Professor, Portland Campus; BA, College of Sciences and Humanities, University of Arizona, 1981; MS, Iowa State University, 1985; PhD, College of Medicine, University of Arizona, 1991.

Sharen A Blake, RN, MS, Instructor, Portland Campus; BS, St. Francis College, Pennsylvania, 1974; BSN, Oregon Health Sciences University, 1983; MS, Columbia University, 1986.

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Kimberly (Kim) D Brown, RN, MS, Instructor, Portland Campus; BS, University of San Diego, 1996; MS, University of San Diego, 1997.

Vicki H Brown, RN, MS, FNP, Instructor, La Grande Campus; AD, Chemeketa Community College; BS, Oregon Health & Science University School of Nursing at Eastern, 1987; MS, Oregon Health & Science University School of Nursing at Eastern, 2000.

Linda M Brown-Casebolt, RN, PNP, Instructor, Ashland Campus; BS, Walla Walla College, 1982; MS, Oregon Health & Science University, 1987.

Rebecca W Bruns, MS, CNM, Instructor, Portland Campus; BA, Earlham College, 1980; BS, Georgetown University, 1985; MS, Oregon Health Sciences University, 1989.

Carol S Burckhardt, RN, PhD, Professor, Portland Campus; Diploma, Chicago Wesley Memorial Hospital, 1968; BS, Loretto Heights College, 1975; MS, University of Colorado, 1978; PhD, University of Colorado, 1982.

Catherine Burns, PhD, RN, CPNP, Professor, Portland Campus; BS, University of California, L.A., 1966; MN, Oregon Health Sciences University, 1978; PhD, University of Oregon, 1989.

Susan W Butterworth, PhD, MS, Associate Professor, Portland Campus; BA, University of Richmond, 1982;
MS, Virginia Commonwealth University, 1984; PhD, Virginia Commonwealth University, 1991.

Pam H Canavan, RN, Lecturer, La Grande Campus; BS, University of Portland, 1985.

Juliana Cartwright, RN, PhD, Associate Professor, Ashland Campus; BS, San Diego State University, 1972; MN, University of California, LA, 1980; PhD, Oregon Health Sciences University, 1993.

Corlyn M Caspers, RN, MS, Instructor, Klamath Falls Campus; BS, Oregon Institute of Technology, 1986; MS, University of Portland, 1994.

Mary L Cato, MSN, CPNP, Instructor, Portland Campus; BSN, University of Wisconsin, 1977; MSN, Marquette University, 1990.

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Carol A Christlieb, RN, MSN, Associate Professor, Ashland Campus; BS, University of Oregon, Health Sciences Center, 1976; MSN, University of Nebraska, 1983.

Laura L Cirotski, RN, Lecturer, Portland Campus; BS, Linfield-Good Samaritan School of Nursing, 1985.

Leslie D Clark, RN, CNW, Instructor, Portland Campus; BSN, Oregon Health & Science University, 1992; MN, Oregon Health & Science University, 1999.

Billy J Cody, PhD, MA, BA, Assistant Professor, Portland Campus; BA, Harvard University; MA, University of Hawaii, East/West Center; PhD, University of Hawaii.

Lorraine Cook, BA, Lecturer, Ashland Campus; BA, Roosevelt University, Chicago, 1969.

Sarah T Coursen, RN, MN, Instructor, Portland Campus; BSN, University of Portland, 1981; MSN, Oregon Health & Science University, 1999.

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Mary Ann Curry, RN, DNPsc, Professor, Portland Campus; BS, University of Missouri-Columbia, 1964; MS, University of California, San Francisco, 1976; DNPsc, University of California, San Francisco, 1979.

Rick D. Daniels, RN, MSN, PhD, Associate Professor, Ashland Campus; BS, University of Oregon School of Nursing, 1976; MN, University of San Diego, 1982; PhD, University of Texas, Austin, 1994.

Janiece E DeSocio, PhD, PHMNP, RN, Assistant Professor, Portland Campus; MN, Wichita State University, 1980; Ph.D, University of Rochester, 2001.

Mary K. Dietrich, RN, MS, Assistant Professor, Portland Campus; BS, College of Idaho, 1970; MT, Pennsylvania Hospital School of Medical Technology, 1971; BS, University of Utah, 1983; MS, Oregon Health Sciences University, 1991.

Monica A. Dostal, MS, FNP, Instructor, Portland Campus; AD, Kauai Community College; BS, University of Hawaii, 1982; MS, Oregon Health Sciences University, 1992.

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Deborah H. Eldredge, RN, PhD, Assistant Professor, Portland Campus; BS, University of Washington (Seattle, WA), 1984; MS, University of Rhode Island (Kingston, RI), 1991; PhD, University of Rochester (Rochester, NY), 1999.

Maggie E. Emery, RN, PhD, Assistant Professor, Portland Campus; MSN, Calif State University, 1988; PhD, Oregon Health & Science University, 2002.

Robert S. Erickson, RN, MS, PhD, Associate Professor, Portland Campus; BS, University of Arizona, 1966; MS, Wayne State University, 1969; PhD, University of Washington, 1987.

Danita L. Ewing, RN, MS, PhD, Assistant Professor, Portland Campus; BS, University of Portland, 1984; MS, University of Portland, 1994; PhD, Oregon Health & Science University - School of Nursing, 2003.
Linda Felver, RN, PhD, Associate Professor, Portland Campus; BS, Ohio State University, 1968; BS, Eastern Washington University, 1977; MA, University of Washington, 1978; PhD, University of Washington, 1986.

Nancy Findholt, RN, PhD, Assistant Professor, La Grande Campus; BS, University of Wisconsin, 1973; MN, University of Washington, 1976; PhD, Oregon Health & Science University, 2004.

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Michael Galbraith, RN, PhD, Associate Professor, Ashland Campus; BS, Union College, 1975; MS, Loma Linda University, 1978; PsyD, Claremont Graduate School, 1989; PhD, University of California, 1993.

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Susan E Jamiel, RN, MS, Instructor, Portland Campus; BSN, Univ. of Akron, Akron, OH, 1996; MSN, Ohio State University, Columbus OH, 1999.

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University, 1984; MS, Georgia State University, 1985; PhD, Georgia State University, 1991.

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Linda E. Lallande, RN, FNP, Instructor, Portland Campus; AD, Lane Community College; BS, University of Oregon, 1980; MS, Oregon Health Sciences University, 1990.

Carrie L. Lane, RN, MS, Instructor, La Grande Campus; BSN, Oregon Health Sciences University, 1996; MSN, Oregon Health Sciences University, 2002.

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Campus Maps

Ashland Campus
Klamath Falls Campus