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www.ohsu.edu/son

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OHSU School of Nursing at Oregon Institute of Technology
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La Grande Campus
OHSU School of Nursing at Eastern Oregon University
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Monmouth Campus
OHSU School of Nursing at Western Oregon University
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Monmouth, OR 97361
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Portland Campus
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Portland, OR 97239

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School of Nursing Office of Student Affairs,
Diversity and Admissions
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School of Nursing Academic Programs .... 503 494-5394

OHSU Central Services
OHSU Affirmative Action/Equal Opportunity.......................... 503 494-5148
OHSU Center for Diversity and Multicultural Affairs.................. 503 494-5657
OHSU Center for Student Access........................................ 503 494-0082
OHSU Office of Academic and Student Affairs.......................... 503 494-7878
OHSU Registrar and Financial Aid
.........................................................503 494-7800 or 800 775-5460
OHSU Student Council......................................................... 503 494-3657
OHSU Bookstore................................................................. 503 494-7708 or 877 342-3907
OHSU Student/University Center................................. 503 494-8295
OHSU Transportation and Parking...................................... 503 494-8283

Biking to Marquam Hill .........................www.ohsu.edu/bike

Editor: Darla Lindsey
Photographers: Bruce Beaton, Dan Carter, Tanya Chard, Jerry Gildemeister, Steve Hambuchen and Christi Richardson
08/11(11)
Accreditation

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

The School of Nursing bachelor’s, master’s programs and Doctor of Nursing Practice are accredited by the Commission on Collegiate Nursing Education (CCNE). Bachelor’s and master’s degree are accredited through 2013; the DNP program through 2014, and approved by the Oregon State Board of Nursing (OSBN). For more information, contact: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202 463-6930 or visit www.aacn.nche.edu. OSBN contact information is on page 131.

The Nurse-Midwifery program is accredited through 2021 by the ACNM Accreditation Commission for Midwifery Education (formerly known as the ACNM Division of Accreditation), American College of Nurse-Midwives (ACNM), 818 Connecticut Avenue NW, Suite 900, Washington, DC 20006, 301 459-1321 or visit www.acnm.org.

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

The Oregon Master of Public Health (OMPH) program is accredited by the Council on Education for Public Health (CEPH) through 2013. CEPH, 800 Eye Street, NW, Suite 202, Washington, DC 20001-3710 Phone: 202 789-1050 or visit www.ceph.org.

The on-campus doctoral programs are authorized to be offered by the Oregon University System (OUS) Chancellor’s Office, PO Box 751, Portland, OR 97207-0751, 503 725-5700 or visit www.ous.edu.

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

Oregon Health & Science University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This current authorization is valid until Dec. 12, 2011, and authorizes Oregon Health & Science University to offer the following degree: Doctor of Philosophy in nursing. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution, may contact the HECB office at PO Box 43430, Olympia, WA 98504-3430.

Liability and Insurance

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

Disclaimer

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

Tobacco Free Environment

In order to create an atmosphere that is consistent with OHSU’s mission and commitment to improve the health of all Oreganians and to promote wellness and a healthier environment, OHSU prohibits the use of tobacco products in or on its premises. Students are urged to participate in tobacco cessation programs. Information about those resources and other support for stopping the use of tobacco is available on the OHSU Wellness Web site www.ohsu.edu/tobaccofreesupport or by calling 503 494-9355.
About OHSU
Welcome to the University ........................................ 6
OHSU Mission Statement ........................................... 7
Message from the School of Nursing Dean .................... 9
School of Nursing Administrators ................................. 10
About the School of Nursing ...................................... 11
Vision, Mission and Values ......................................... 11
Tradition: The History of the School ............................. 11
The School's Campuses ........................................... 13

Finances
2011-2012 Tuition and Fees .................................. 15
Estimated Student Fees ........................................... 15
Financial Assistance and Scholarships ......................... 15
School of Nursing Scholarships .................................. 16
Tuition Refund Policy ............................................ 16
Border County Residents .......................................... 17
Out of State PhD and DNP Applicants ......................... 17

Admissions
Admission Policies and Procedures ............................ 18
Programs At-A-Glance ............................................ 19
International Applicants ......................................... 20
Conditional Admission ........................................... 20
Transfer Applicants .............................................. 21
Re-Enrollment ..................................................... 21
Admission Deferral ................................................ 21
Program-Specific Required Application Materials ............ 22
Prerequisites: Undergraduate Admission
Requirements ...................................................... 24
Prerequisites: Graduate Admission Requirements ......... 26
Incoming Student Compliance .................................. 27

Undergraduate Program
Brief Program Descriptions ................................... 30
Bachelor of Science with a Major in Nursing ................. 30
Bachelor of Science with a Major in Nursing
(Baccalaureate Completion for RNs) ......................... 31
Bachelor of Science with a Major in Nursing
(Accelerated Bachelor of Science Program) ............... 31
Accelerated Bachelor of Science to Master's
or Doctor of Nursing Practice Programs .................. 31
Oregon Consortium for Nursing Education
Curriculum Competencies ...................................... 32
Bachelor of Science Degree Requirements .................. 34
Sample 4-year Program of Study for Bachelor of Science Degree .................. 35
Accelerated Bachelor of Science Degree Requirements ... 36
Baccalaureate Completion Program for RNs
Degree Requirements from Non-OCNE
Partner Community College .................................. 37

Baccalaureate Completion Program for RNs
Degree Requirements for RNBS OCNE
Associate Degree Graduates .................................. 38

Graduate Programs
Introduction ........................................................ 39-40
Master of Nursing Degrees .................................... 41-51
Adult-Gerontology Clinical Nurse Specialist
(CNS) .................................................................. 41
Family Nurse Practitioner (FNP) ............................... 42
Health Systems and Organizational Leadership
(HSOL) .............................................................. 43
Nurse Anesthesia (NA) .......................................... 44
Nurse-Midwifery (NM) .......................................... 46
Master of Nursing Education in Adult
Gerontology ....................................................... 48
Master of Nursing Education in Community
Health .................................................................. 49
Master of Nursing Education in Psychiatric Mental
Health Nurse Practitioner .................................. 49
Psychiatric Mental Health Nurse Practitioner
(PMHNP) .......................................................... 50
Master of Public Health: Primary Care and
Health Disparities ............................................... 52
Accelerated Bachelor of Science to Master of Nursing
and Doctor of Nursing Practice ............................... 54
Certificate Options .............................................. 55-59
Post-master Certificate in Advanced Practice
Gerontological Nursing .......................................... 55
Post-master Certificate in Family Nurse Practitioner ....... 56
Post-master Certificate in Nurse-Midwifery ................. 57
Post-master Certificate in Nursing Education ............... 57
Post-master Certificate in Psychiatric Mental
Health Nurse Practitioner .................................. 58
Graduate Certificate in Public Health ......................... 59
Doctor of Nursing Practice (DNP) Degrees ............... 60-70
Adult Gerontology Clinical Nurse Specialist
(CNS) ................................................................ 61
Family Nurse Practitioner (FNP) ............................... 62
Health Systems and Organizational Leadership
(HSOL) .............................................................. 64
Nurse-Midwifery (NM) .......................................... 66
Psychiatric Mental Health Nurse Practitioner
(PMHNP) .......................................................... 68
Post-master Doctor of Nursing Practice ..................... 70
Doctor of Philosophy (PhD) Degrees ................. 71-78
Post-baccalaureate Doctor of Philosophy .................... 71
Nursing Education in Adult Gerontology ................... 72
Nursing Education in Community Health .................. 74
Nursing Education in Psychiatric Mental Health
Nurse Practitioner ............................................. 76
Post-master Doctor of Philosophy ......................... 78
Welcome to Oregon Health & Science University, one of the most vibrant academic health centers in the United States. We invite you to participate in fulfilling OHSU’s mission of healing, teaching, discovery and service. Our programs are among the best in the nation and provide students with unique opportunities to realize their professional and personal goals.

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

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

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

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

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

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

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

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

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

• Educate tomorrow’s health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.

• Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.

• Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.

• Lead and advocate for programs that improve health for all Oregonians, and extend OHSU’s education, research and health care missions through community service, partnerships and outreach.

OHSU Vision

A Vision for the Future

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

A Look Over the Horizon

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

• Help meet workforce shortages in the health and science professions so that Oregonians can find a health care provider when they need one.

• Through leading edge research made possible by the Oregon Opportunity, find the next generation of treatments and cures to improve the quality of health care that Oregonians receive.

• Help develop policy and care delivery solutions that make it possible for all Oregonians to have access to high-quality health care.

• Reinvent health education so that health care providers, scientists and engineers train together to better prepare them to work together in the community.

• Partner with communities, industry, other colleges and universities, and private citizens to develop community-based solutions to community problems.

To achieve our goals, we must collaborate, integrate, innovate and pursue sustainable excellence. These principles help us develop and share new knowledge, improve education and patient care, and enhance community service while providing excellent stewardship of public and philanthropic funding.
The University

OHSU is Oregon’s health and research university. OHSU also is Oregon’s only academic health center, which means it has the multifaceted, interwoven responsibility of providing healing, teaching, research, and community service. There are approximately 125 academic health centers in the nation. There is only one in Oregon; Oregon Health & Science University.

In each of its fundamental roles – educating tomorrow’s health and science workforce; caring for patients; conducting research and seeking new therapies; and providing services to people throughout the state – OHSU strives to improve the well-being of every Oregonian.

Unique in Oregon

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

The University is the state’s primary resource for training tomorrow’s health professionals, scientists and biomedical engineers, and partners with other Oregon colleges and universities to provide important allied health training. It is the only place in Oregon that grants doctoral degrees in medicine, dentistry and nursing. The dental, medical and nursing clinics offered by OHSU provide an interdisciplinary network of expertise that results in exceptional services for more than 230,000 patients each year, including many clinical care and diagnostic services offered only at OHSU. Without these services, Oregonians would have to travel out of the region for their complex medical needs.

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

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

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

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

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

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

Welcome to Oregon Health & Science University (OHSU) School of Nursing. Whether you are in one of our entry-level or baccalaureate continuation programs or choosing an advanced practice graduate or doctoral program leading to a role as a nurse scientist/researcher or practice scholar, you will find the faculty and resources here to find your voice and develop your professional knowledge and skills to become a leader.

There is no better time than now to hold a career in nursing. Not only did nurses top a recent Gallup poll for the 11th year in a row as having the most honest and ethical standards, we’ve garnered much attention and support from the release of the Robert Wood Johnson Foundation Institute of Medicine report on the Future of Nursing. Nurses are playing a significant role in health care reform and it is critical that our collective voice is used to re-envision our country’s health care system. As the Dean of OHSU School of Nursing, I am honored to lead our committed faculty, staff and students through these major shifts in health care reform as we move from concept to actual implementation.

Today’s health care work environments demand the best and brightest and your acceptance for admission to OHSU School of Nursing means that we believe you possess the best qualities to be successful and make an impact as an OHSU graduate. You will find a warm and inviting faculty and staff to aid you as you discern your future. Please contact us if you have any questions.

Warmest regards,

Michael Bleich, Ph.D., R.N., F.A.A.N.
Dean and Carol A Lindeman Distinguished Professor, School of Nursing

School of Nursing Deans

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

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

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

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

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

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

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

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

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

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

Jennifer Anderson, MPA
Assistant Dean for Student Affairs & Diversity

Kim DeRienzo, BA
Assistant Dean for Systems Integration
BA, Marylhurst University, 2000.

Paula Gubrud, EdD, RN
Associate Dean for Academic Partnerships, Technology, & Simulation
EdD, Portland State University, 2008; MS, Oregon Health and Science University, 1993; BS, Walla Walla College, 1980.

Jennifer Jacoby, MSN, RN, NEA-BC
Assistant Dean for Hospital Practice Integration
MSN, University of California San Francisco, 1979; BSN, Wayne State University.

Russ Levin, MA
Director of Development

Bret Lyman, PhD, RN, CNE
Administrative Director, Monmouth Campus
PhD, University of Northern Colorado; MSN, University of Northern Colorado, 2007; BSN, Weber State University, 2005.

Joanne Noone, PhD, APRN, BC
Administrative Director, Ashland Campus
PhD, University of Hawaii, Honolulu, 2003; MS, Adelphi University, 1985; BS, Wagner College, 1978.

Tanya Ostrogorsky, EdD
Assistant Dean for Evaluation Science
EdD, Portland State University, 2008; MS, Portland State University, 1997; MS, Portland State University, 1996; BS, University of Puget Sound, 1991.

Paul Raab, MBA
Assistant Dean for Finance & Facilities
MBA, University of Portland, 1982; BS, Oregon State University, 1977.

Anne Rosenfeld, PhD, RN, CNS, FAHA, FAAN
Associate Dean, Portland Campus
PhD, Oregon Health & Science University, 1994; MS, University of Arizona, 1976; BSN, College of Mount St. Joseph, 1971.

Terry Ross, MS, RN
Administrative Director, Klamath Falls Campus
MS, University of Arizona, 1979; BSN, California State College, 1974; AA, Pasadena City College, 1972.

Catherine Salveson, PhD, RN
Administrative Director, Virtual Campus
PhD, Oregon Health & Science University, 1996; MS, Oregon Health & Science University, 1996; AD, University of Albuquerque, 1979, MS, University of New Mexico, 1974; BA, University of New Mexico, 1974.

Peggy Wros, PhD, RN
Professor & Associate Dean for Academic Development, Enhancement & Evaluation
PhD, Oregon Health & Science University, 1993; MSN, Marquette University, 1977; BSN, University of Wisconsin, 1972.
About the School of Nursing

Vision, Mission and Values

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

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

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

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

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

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

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

**Tradition: The History of the School**

In 1910 the Multnomah Hospital Training school, opened its doors. A year later the school graduated its first seven nurses in 1911. In the the summer of 1919 the University of Oregon introduced the state’s first professional courses in nursing. The courses were offered in Portland in cooperation with the Northwest Division of the American Red Cross Home Service Department, the Portland Visiting Nurse Association, the Welfare Bureau, and the Oregon Tuberculosis Association. In 1920, the Portland School of Social Work offered a standard course of study in public health nursing.

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

In 1932 the Portland School of Social Work curricula was integrated into the University of Oregon’s nursing degree program and transferred to the University of Oregon Medical School, Department of Nursing Education in Portland, Oregon. This consolidation allowed the Department of Nursing Education to offer courses using its own facilities and clinical resources at accredited community hospitals and agencies. Additionally, a 2-year pre-nursing curriculum was established at University of Oregon and Oregon State University.

During World War II, the baccalaureate degree program was accelerated into a 4-year program, and public health nursing was incorporated into the program in 1956 under the guidance of Elnora Thompson, a leader in the field. In 1947, a $60,000 grant from the W.K. Kellogg Foundation made possible a teaching and supervision program for baccalaureate prepared registered nurses which in 1955 became the Master of Science degree in nursing education.
The Oregon State Board of Higher Education, in 1960, recognized the changing nature of nursing and expanded the Department of Nursing Education to the University of Oregon School of Nursing. During the 1960s, the school further developed its undergraduate and graduate program offerings. In 1961, funds from the U.S. Public Health Service supported a comprehensive study of mental health concepts in the baccalaureate program. The Nurse Training Act made possible additional areas of graduate study and increased undergraduate enrollment of registered nurses. The baccalaureate degree was further strengthened in 1972 by funding that developed a learning resources center. Other study and development grants assisted growth in various school programs, especially continuing education. The school began offering a Master of Nursing degree in 1971.

In November 1974, the University of Oregon School of Nursing, Dental School and Medical School united as a single institution, the University of Oregon Health Sciences Center. While the independence from the University of Oregon was granted at that time, the name failed to reflect its independence. The Center becomes Oregon’s only academic health center and one of 125 in the nation. It was not until 1981 that the state Legislature changed the name to the Oregon Health Sciences University. Another name change occurred in 2001 when Oregon Health Sciences University merged with the Oregon Graduate Institute School of Science and Engineering and officially became Oregon Health & Science University.

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

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

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

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

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

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

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

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

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

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

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

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

The 2011 edition of the US News & World Reports ranking of America’s Best Graduate Schools ranked OHSU School of Nursing seventh in the country. Several of our specialty areas were also ranked with Nurse-Midwifery being ranked first in the nation. Additionally, our Family Nurse Practitioner program ranked 6th in the country.

In 2011 the OHSU School of Nursing celebrates its 100th year anniversary with the theme “flourish”. The word “flourish” serves as a metaphor for a way of thinking about nursing and immediately connotes roots, growth over time and new exciting experiences bursting with fresh energy about the future. By selecting this theme we honor our history by acknowledging how the school has flourished with innovative research, strength in practice, excellence in teaching and service to Oregonians across all 98 thousand miles of the state. From education and practice to research and leadership, our nurses and school, have flourished for 100 years. This year we celebrate our past and look forward to our envisioned future.

The School’s Campuses

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

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

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

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

The OHSU School of Nursing in Portland is located on the 116 acre Marquam Hill campus of Oregon Health & Science University that overlooks downtown Portland. OHSU occupies 37 major buildings on the hill and dozens of offices, clinics, education and research facilities throughout the state. The 300-acre West Campus in Hillsboro includes several research institutes and centers, and the OGI School of Science & Engineering. To meet the challenges of expanding, OHSU forged a partnership with the City of Portland and private developers to revive and improve a section of underused industrial land bordering the Willamette River. As a result, South Waterfront is rapidly growing into a new Portland hot spot. It is also the home of OHSU's new Center for Health & Healing, the first building in the South Waterfront, and one of the most environmentally friendly buildings in the nation. Connecting OHSU’s main campus with this new expansion required a creative solution. The Portland Aerial Tram connects South Waterfront to Marquam Hill and OHSU’s campus. The City of Portland owns the tram and OHSU operates it under a unique partnership. It provides fast reliable transportation that allows OHSU to focus its future expansion in the South Waterfront. Over the next two decades OHSU will further expand its campus on 20 acres of donated riverfront property nearby.

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

The OHSU School of Nursing Virtual campus allows students to access us from anywhere at any time. Students take courses in online classrooms hosted in a course management system (Sakai) that allows them to view lectures by their instructor, turn in assignments, participate in class discussions, and work on group projects with fellow students. They have access to the resources of the OHSU Library, including databases and books available online. Many students and faculty feel that the quality of community between learners in an online environment equals and sometimes surpasses the quality of connection available in a face-to-face classroom, while providing much greater convenience.
Financial Assistance and Scholarships

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

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

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

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

Institutional loan funds are available to eligible students based 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.

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

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

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

School of Nursing Scholarships

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

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

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

Tuition Refund Policy

Refunds may be granted to students in accordance with the refund schedule on file in the OHSU Registrar’s Office. The refund schedule and policy can be accessed at www.ohsu.edu/registrar. No refunds are made for staff fees.

Withdrawal from classes and requests for refund must be in writing and addressed to the OHSU Registrar. Students must refer to the official academic calendar for start dates to a particular program and/or class year. 100 percent tuition refunds are available when requests are received in writing by the designated institutional officer before the Registrar’s office closes on the last day of the second week of classes. 50 percent tuition refunds are available when requests are received in writing by
the designated institutional officer before the Registrar’s office closes on the last day of the fourth week of classes. Tuition refunds are not available if requests for withdrawal or cancellations received after the last day of the fourth week of classes. If any refund date should fall on a OHSU Holiday, the student has until the end of the following business day to notify the designated institutional officer in writing.

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

**Border County Residents**

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

- California State Counties: Del Norte, Siskiyou and Modoc
- Idaho State Counties: Nez Perce, Idaho, Adams, Washington, Payette, Canyon and Owyhee
- Nevada State Counties: Washoe and Humboldt

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

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

Please note that the nonresident portion of tuition is waived for Ph.D. and post-master’s DNP students from states participating in the Western Regional Graduate Program of the Western Interstate Commission for Higher Education. Those states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah, Washington and Wyoming. Students eligible for either of these exceptions must notify the Registrar’s Office by the first day of the academic term. Tuition for terms prior to the date the student notifies the Registrar’s Office will continue to be charged at the nonresident rate. For more information on this opportunity please see the WRGP web site at http://wrgp.wiche.edu/ or contact the OHSU Registrar’s Office at www.ohsu.edu/registrar/.
As a top ranked institution, the OHSU School of Nursing receives applications from many more qualified applicants than we are able to admit. Students who applied in previous years and who were placed on the alternate list or were denied admission will need to reapply using the same process as a new applicant. Alternate applicants from a previous year are not given preference over the rest of the applicant pool. The Office of Admissions will keep the files of all applicants for up to one year. If an applicant chooses to reapply, the Office of Admissions will pull the transcripts and other supplemental material to add to the new application (upon request). All re-applicants will need to submit other supplemental application materials to the Office of Admissions in the application packet by the posted application deadline in order to be considered.

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

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

All application materials must be postmarked by the established application deadline to be considered for admission. Applications received or completed after the established application deadline may be reviewed on a space available basis. All application materials become the property of the School of Nursing and will not be returned to the student or another party. Application fees and enrollment deposits are non-refundable.

Decision letters regarding admission status are sent out by the OHSU School of Nursing Office of Admissions.

Oregon Health & Science University
School of Nursing
Office of Admissions
3455 S.W. US Veterans Hospital Road, SN-ADM
Portland, OR 97239-2941
Phone: 503 494-7725 or 1 866 223-1811
Fax: 503 494-6433
E-mail: proginfo@ohsu.edu
www.ohsu.edu/son
# Programs At-A-Glance

<table>
<thead>
<tr>
<th>Program</th>
<th>Bachelor of Science</th>
<th>Graduate Certificate</th>
<th>Master of Nursing</th>
<th>Post-master's Certificate</th>
<th>Master of Public Health</th>
<th>Doctor of Nursing Practice</th>
<th>Doctor of Philosophy</th>
<th>Application Deadline</th>
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<tr>
<td>Advanced Practice Gerontological Nursing</td>
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<td>Adult Gerontology Clinical Nurse Specialist</td>
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<td>Family Nurse Practitioner</td>
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<td>Nurse Anesthesia</td>
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<td>Nurse-Midwifery**</td>
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<td>Nursing*</td>
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<td>Nursing Education</td>
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<td>Health Systems and Organizational Leadership</td>
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<td>Psychiatric Mental Health Nurse Practitioner**</td>
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<td>Public Health</td>
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<td>TBD</td>
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*The Bachelor of Science program with a major in nursing has multiple pathways that have different programs of study, application deadlines, and admission terms. See the School of Nursing Admissions web site for more information.

**Accelerated bachelor's to MN/DNP offered
International Applicants

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

1. Course-by-course evaluation of non-United States transcripts by a transcript and credential evaluation service such as World Education Services, www.wes.org.


3. Applicants must have a passing score on the paper version Test of English as a Foreign Language (TOEFL) of 560, 220 on the computer version or 83 on the internet version.

4. International applicants must have or be eligible for a full Oregon nursing license to apply to the Advanced Practice Nursing programs. Refer to the Oregon State Board of Nursing (OSBN) section of this catalog for information. Admitted students will work with the OHSU Office of International Service regarding visa documentation requirements. Contact information for The OHSU Office of International Service can be located at www.ogi.edu/admissions/immigration/. Additional support information for admitted international students can be located at www.ohsu.edu/academic/acad/housing/international.html.

Conditional Admission

Conditional admission is an option based upon committee review and approval. International students applying to programs that allow conditional admission are not eligible for conditional admission due to student visa requirements. Conditional admission is not an option for students in the bachelor’s (except for RNBS), Accelerated Bachelor’s to Master’s, Accelerated Bachelor’s to Doctor of Nursing Practice or Post-master’s Certificate Programs.
Conditional admission status may be granted to a applicant who does not meet admission standards, but whose overall record indicates potential. A conditionally admitted student is required to maintain a 3.0 grade point average in the first nine (9) quarter-credit hours of School of Nursing course work as well as any other conditions indicated in the student’s acceptance letter. Any student who does not completely meet the condition(s) will be dismissed from the program.

Transfer Applicants

Any student enrolled and in good standing at an accredited baccalaureate school of nursing or having been enrolled and in good standing within the past two years, may apply for admission as a transfer student into the B.S. nursing program. Transferring into this program is allowed on a space available basis. Transfer applicants must complete the application process at least one full quarter before the requested date of admission. Applicants must have all prerequisites completed, submit a paper application including essay, submit official transcripts from all postsecondary education institutions attended, and submit a recommendation from the Dean at the current school of nursing indicating that he/she is in good academic standing. Students must provide copies from the academic catalog/bulletin from the institution of transfer and submit a letter explaining the reason for the transfer request.

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

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

Re-Enrollment

A student who has withdrawn from the program is required to apply for readmission by: 1) completing an application form and paying application fee; 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. Re-enrollment is also determined by availability of clinical and classroom resources.

Admission Deferral

Applications to the OHSU School of Nursing should be made for the year in which a student actually plans to attend. The School of Nursing provides an option for admitted candidates to defer their admission to select nursing programs. Deferrals are granted to candidates who encounter unforeseen opportunities or extraordinary circumstances that limit their ability to participate in the program for the year in which they applied.

In order to request a deferral, applicants must be admitted to an eligible nursing program and apply for deferral to the program prior to matriculation. Requests are considered on a case by case basis and the applicant should be able to plan matriculation by the next entry term, within one year.

Deferral requests will only be considered for the RN to Bachelor’s, Master’s, Post-master’s Certificate, Doctor of Nursing Practice or Doctor of Philosophy Programs and will be granted for entry up to one year from the original entry term. The Baccalaureate, Accelerated Baccalaureate and Accelerated Baccalaureate to Master’s Programs do not allow for deferral.

All written requests to defer matriculation must include detailed reasons for the request and are due to the School of Nursing Office of Admissions prior to matriculation. Once received, deferral requests are submitted to the appropriate Admission and Progression Committee for review and approval. Admission and Progression Committees may delegate their approval authority to the Program Director.

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

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

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

**Program-Specific Required Application Materials**

**Bachelor’s Degree**
Includes the following programs: Bachelor of Science with a Major in Nursing, Baccalaureate Completion Program for RNs (RNBS) and the Accelerated Bachelor of Science with a Major in Nursing.

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

**Accelerated Bachelor of Science to Master’s or Accelerated Bachelor’s to Doctor of Nursing Practice**
- Online application, paid application fee, and application signature page
- Admission essay/goal statement (instructions enclosed within the online application)
- Official transcripts from all institutions attended where college level coursework was completed
- Current résumé or curriculum vitae
- Official GRE scores*
- Three letters of reference (instructions included within the online application)

**Master’s Degrees and Graduate Certificate in Public Health**
- Online application, paid application fee, and application signature page
- Admission essay/goal statement (instructions enclosed within the online application)
- Official transcripts from all institutions attended where college level coursework was completed
- Current résumé or curriculum vitae
- Official GRE score (may be required, see page 26)
- Three letters of reference (instructions included within the online application)

- Evidence of successful completion of a statistics course. This course must have been taken within the last 5 years with a grade of a “B” or higher
- Prerequisite coursework form; and
- Proof of completion of required prerequisite courses
  *GRE not required if applicant holds a graduate degree.

**Post-master’s Certificate**
- Online application, paid application fee, and application signature page
- Admission essay/goal statement (instructions enclosed within the online application)
- Official transcripts from all institutions attended where college level coursework was completed for master’s degree
- Applicants must hold or be currently eligible for an unencumbered Oregon RN license
- Applicants must have a bachelor’s degree in nursing. Exception applies to applicants to the Public Health program.

- Applicants to the Post-master’s Certificate in Advanced Practice Gerontological Nursing must be credentialed as an advanced practice nurse in care of adults (e.g., ANP, ACNP, FNP, PMHNP or adult CNS).
Doctorate Degree Application Requirements

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

<table>
<thead>
<tr>
<th>Applicants must have the following:</th>
<th>BS</th>
<th>RNBS</th>
<th>Accelerated Bachelor of Science (Portland campus only)</th>
<th>Accelerated Bachelor of Science to Master's or DNP (Portland campus only)</th>
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</thead>
<tbody>
<tr>
<td>Bachelor's degree in non-nursing field</td>
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<tr>
<td>Minimum prerequisite GPA</td>
<td>3.00</td>
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<td>B or better in all prerequisite coursework</td>
<td>B or better in all prerequisite coursework</td>
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<td>Minimum cumulative GPA</td>
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<td>Nursing license</td>
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<td>Graduate Record Exam</td>
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</table>

1 Conditional admission may be granted to students completing their associate degree program until such time as they have secured their RN license. Conditionally admitted students must be fully admitted before enrolling in clinical courses.

2 GRE not required if applicants hold a graduate degree.

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

Recommended:

- Foreign Language Proficiency
- Statistics, Descriptive and Inferential (3 quarter credits)
- Humanities (3 quarter credits)

Note: All students must provide a satisfactory background check prior to matriculation or admission may be revoked (OHSU policy No. 03-10-011)

*Applicants must have at least one course in Anatomy and Physiology completed at the time of applying.
Selected Prerequisite Descriptions

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

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

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

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

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

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

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

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

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

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

Competencies

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

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Bachelor's Degree</th>
<th>Nursing License</th>
<th>Statistics Requirement</th>
<th>Minimum Cumulative Grade Point Average</th>
<th>Graduate Record Examination*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Nursing or BSN to DNP†</td>
<td>BSN or BS in nursing</td>
<td></td>
<td>◆ within five years, with a B or better</td>
<td>3.0</td>
<td>500 verbal 500 math(^{14}) 4 analytical writing(^{15})</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>bachelor's degree in any field</td>
<td>N/A</td>
<td>◆ C or better</td>
<td>3.0</td>
<td>verbal and quant combined score 1000. MCAT and GMAT are accepted(^{5})</td>
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<tr>
<td>Graduate Certificate in Public Health</td>
<td>bachelor's degree in any field</td>
<td>N/A</td>
<td></td>
<td>3.0</td>
<td></td>
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<tr>
<td>Post-master's Certificate</td>
<td>master's degree in nursing</td>
<td></td>
<td>◆</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Accelerated Baccalaureate to Master's or DNP</td>
<td>bachelor's degree in any field</td>
<td>N/A</td>
<td>◆ within five years, with a B or better</td>
<td>3.0</td>
<td>500 verbal 500 math 4 analytical writing</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (post-master's)(^{3})</td>
<td>master's degree in Nursing</td>
<td></td>
<td>◆</td>
<td>3.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>bachelor's degree in nursing or master's degree in nursing or related field</td>
<td>◆</td>
<td></td>
<td>3.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. Some specialties require an applicant to have completed at least one year of specific clinical practice as an RN. Please review program descriptions for this specific information.

2. Science GPA may be used as a factor in the application review process.

3. There is no time limit for when GRE’s were taken; however, an official copy of GRE scores must be submitted with the application. Unofficial scores may be noted on the application pending receipt of the official scores from the Educational Testing Service. Applications that are submitted without the GRE scores will be considered incomplete and will not be reviewed for admission. Information about the Graduate Record Exam can be found at www.gre.org. Post-master’s DNP and Nursing Education students are not required to submit GRE scores.\(^{1}\)

3a. Health Systems Organizational Leadership and Nursing Education students are not required to submit GRE scores.

4. Requirement waived if applicant has graduate degree from accredited US institution OR is a graduate of the OHSU School of Nursing Graduate Certificate in Public Health (GCPH).

5. The Requirement is waived if the applicant is a graduate of the OHSU School of Nursing Graduate Certificate in Public Health (GCPH).

**Notes:**

- All students must provide a satisfactory background check prior to matriculation or admission may be revoked (OHSU policy No. 03-10-011).
- Science GPA may be used as a factor in the application review process.

*Science GPA 3.0
Incoming Student Compliance

In order to assure that consistent compliance-related information is communicated to incoming students, the following policy summarizes the required information/experiences that students must provide evidence of prior to matriculation. Depending on the program, students may be excused from compliance requirements. Failure to comply with these incoming compliance requirements will restrict students’ progression (e.g., enrollment in courses, access to clinical placements, etc.) and be grounds for dismissal. If you have questions about background checks, refer to wiche.edu/wrgp for frequently asked questions.

School of Nursing Requirements
- FBI Criminal Background Check and Finger Print Report (OHSU 03-10-011)\(^1\).
- Pass required drug screening prior to matriculation\(^2\)
- Signed and dated Code of Conduct and Student Responsibility Agreement
- School of Nursing Permission to Release Information Form
- Signed and dated Admission Specific Agreement form and/or Enrollment Agreement Form
- Signed Technical Agreement form
- Blood Borne Pathogen Training Certificate or Exemption Form\(^3\)
- Evidence of current CPR (Level C) training. CPR (Level C) training must be maintained through enrollment in the undergraduate, master’s, post-master’s certificate option and DNP programs. Individual campuses may have additional specific requirements\(^4\)\(^5\).
- Submission of Registered Nurse license number\(^6\)\(^7\)
- Master’s and postbaccalaureate DNP students complete statistics requirement with B grade or above within last five years or petition for waiver\(^8\)\(^9\)
- Undergraduate, master’s, post-master’s certificate option, DNP and PhD students are required to attend a home campus orientation.
- RNBS and DNP students are required to attend orientation at the Portland campus. Students who are not able to attend the RNBS orientation will not be able to enroll for that term and will be asked to enroll in the following term in which they can attend orientation.
- Oregon MPH students are required to attend the Oregon Master of Public Health (OMPH) orientation which takes place every September at a different location in Oregon. Failure to attend Orientation will result in inability or a delayed ability to register for classes.

If needed:
- Change of Address form
- Contact OHSU Office for Student Access for accommodation requests
- Contact OHSU Affirmative Action and Equal Opportunity Office for religious accommodation requests

OHSU Requirements
- Updated immunization record or plan to complete immunizations requirements according to the OHSU Student Health Service pre-entry guidelines (OHSU 02-01.001). www.ohsu.edu/academic/acad/health/
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) Training Certificate
- Respect at the University Training Certificate
- Student Health Insurance (automatically enrolled by first day of the month in which classes start) or Approved Waiver (see deadline for receipt of completed notarized application)\(^10\)

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\(^1\) MPH and PhD students may be excluded from this requirement unless deemed required
\(^2\) MPH and PhD students excluded unless deemed required for a graduate internship placement
\(^3\) MPH students excluded unless deemed required for a graduate internship placement
\(^4\) Portland and Monmouth campus students must maintain American Heart Association Health Care Provider CPR status
\(^5\) MPH students excluded from this requirement
\(^6\) Post-Docs without nursing certification are excluded from this requirement
\(^7\) Post-master’s certificate option and post-master’s DNP students are excluded from this requirement
\(^8\) MPH students are required to pass a basic statistics course with a grade of C or better; there is no time limit on when the course was taken
\(^9\) Insurance waivers are due in the Student Health Service before the 1st of the month in which the student starts the program. If a student misses this deadline, a refund for insurance premium will be prorated for the remainder of the quarter. The student will pay for any months prior to the waiver being received
<table>
<thead>
<tr>
<th>Portland Location</th>
<th>Updated Immunization Record or Plan to Complete Immunizations</th>
<th>OHSU Student Health Fee</th>
<th>OHSU Student Health Insurance or Approved Waiver¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>Yes</td>
<td>Yes (Except for RNBS students)</td>
<td>Yes</td>
</tr>
<tr>
<td>Master of Nursing</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Master of Nursing Nursing Education</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Master of Public Health²</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Post-master’s Certificate Option²</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Post-master’s Certificate in Advanced Practice Gerontological Nursing</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (postbacc)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (post-master’s)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor of Philosophy (distance)</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>International Interns</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Post-Doctoral⁶⁷⁸</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>All programs at Ashland, Klamath Falls, La Grande and Monmouth locations (Note: These are tracked and charged at their hosting institution)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

¹ This requirement is dependent on number of credit hours enrolled. See OHSU Registrar for specifics.
² If a student enrolls in a course out of their program of study which is not on-line, and the student is coming to Portland campus for classes, the OHSU health fee and OHSU health insurance or waiver will be required. This registration is monitored by Accounts Receivable/Bursar’s office.
³ Students in the Advanced Practice Gerontological Nursing PMCO are excluded from the OHSU student health fee charge and the OHSU student health insurance requirements.
⁴ If registered for courses (audit or otherwise)
⁵ See OHSU Exchange Visitor Health Insurance Requirements
⁶ Post-Doctoral fellows may be required to complete one or more of the Responsible Conduct for Research training modules. Mentors will inform post-docs when these modules are required.
⁷ Post-Doctoral fellows receive health coverage as part of their fringe benefits
⁸ Assumes Post-Docs are not taking courses. If they enroll in courses, they are required to have the OHSU Student Health Fee and the OHSU Student Health Insurance or Approved Waiver.

Updated Immunization OHSU Student
Record or Plan to OHSU Student
Complete Immunizations Health Fee Health Insurance or Approved Waiver¹
**Student Drug Screening**

The OHSU School of Nursing (SoN) encourages students with substance abuse/use issues to seek assistance voluntarily and assume responsibility for their personal professional conduct; however, to be compliant with OHSU policy (#02-01-003) regarding student drug screening, all incoming and current non-degree and matriculated students with a clinical component in their programs must successfully pass a 5-panel drug screening process. This drug screen shall involve urine testing. The 5-panel drug screen is targeting amphetamines/methamphetamines, cocaine, marijuana, opiates and phencyclidine.

Students in Public Health and the Doctor of Philosophy programs are exempt from this requirement unless their graduate internship or dissertation research puts them in direct patient contact. A student who refuses to submit to the required drug screening, who was admitted to a degree or certificate program that requires it, will be barred from enrollment and administratively withdrawn from the SoN.

Once a student has successfully passed an OHSU drug screening process, the student will not be required to submit to additional drug testing unless clinical agencies in which the students will be placed require it or there is a "for cause" reason as defined in the OHSU drug testing policy. Students returning from an approved Leave of Absence (LOA) within the established time frame for returning from an LOA will not be required to submit to and pay for an additional drug screening at the time of return to the SoN, unless they have yet to be initially tested under this policy.

Students will be assessed a drug screening fee through the OHSU Bursar’s office. For a waiver, students will be allowed to provide evidence that they have successfully passed a 5-panel drug screen within the past 3 years. Drug screening conducted within the past 3 years must have been completed by a health care facility or educational institution. Students are not allowed in clinical placements until evidence of successful drug screening has been received by the SoN.

To waive the drug screening, students must provide evidence of a successful drug screen and that evidence is to be submitted to the School of Nursing Office Admissions. The Office of Admissions will work with the School of Nursing programs and the OHSU Bursar to record the accepted drug screening waiver, and refund the student fee related to drug testing when applicable.

If a student has a positive drug test, the student will be required to follow the vendor(s)’ procedures related to reviews. If the vendor’s Medical Review Officer upholds the positive drug screening results, the student will be subject to discipline, up to and including dismissal, in accordance with School of Nursing policies and procedures. A dismissal letter will indicate if the student is eligible to reapply to the School of Nursing.

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

Reports/records related to drug screening will be retained in the official student file until one year after graduation except those resulting in subsequent disciplinary actions, which are stored in the SoN files for 20 years per the OHSU Record Retention Schedule.
OHSU does not offer non-nursing arts, letters and science courses. Admitted students will take only nursing courses through OHSU. Students will need to complete their non-nursing courses at another institution to fulfill the OHSU Bachelor of Science degree requirements. Students are responsible for finding, enrolling, and transferring coursework from other institutions to OHSU in order to complete the Bachelor of Science degree requirements. The institution from which the coursework is taken will bill the students for those courses and related fees.

**Brief Program Descriptions**

**Bachelor of Science with a Major in Nursing**

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

The BS program is a 3-year program and requires students to complete 87 credits of non-nursing prerequisites and upper division electives at a partner institution. As a part of this requirement, all students must transfer 15 credits of 300/400 level non-nursing courses from partner institutions. The OHSU School of Nursing and academic advisors from partner institutions may provide information to assist the student in creating a dual enrollment plan to meet the OHSU BS requirements. Students must designate the institution at which they will be dually enrolled for completion of these required non-nursing courses. At the time of admission, students will be provided with a list of partner institutions where the non-nursing courses can be taken for inclusion in the financial aid package. If a student receiving financial aid designates an institution that is not on that list, his/her financial will only be based on nursing courses taken through OHSU. If the student decides to change the institution at which he/she is dually enrolled for the required non-nursing courses, he/she must notify the OHSU Office of Registrar and Financial Aid as it may impact the financial aid reward.

In 2001, the OHSU School of Nursing joined with several Oregon community colleges in an exciting new partnership, the Oregon Consortium for Nursing Education (OCNE). Established in response to the nursing shortage, OCNE expands the opportunities for students within partner schools to receive the BS nursing degree. There are two ways for students to seamlessly transition to OHSU SoN from an OCNE community college.
partner school: 1. students may transfer to OHSU SoN – Portland or Ashland Campus in their 6th term for completion of the BS degree following successful completion of 5 full terms in the community college program; or 2. students may complete their ADN degree at the community college partner school and transition into the RNBS program (see below).

OCNE transition students are responsible for enrolling and transferring 87 credits of non-nursing course work from other institutions of which 15 credits must be 300/400 level courses. Students should refer to their program of study for course sequencing.

**Bachelor of Science with a Major in Nursing (Baccalaureate Completion Program for RNs (RNBS))**

The faculty of the OHSU School of Nursing support associate degree Registered Nurses who desire to complete their baccalaureate degree through the RNBS Program. The RNBS Program offers upper-division courses in a variety of distance formats. RNBS students take courses online, as intensives, by passing challenge exams and preparing portfolios. Admission into the RNBS Baccalaureate Completion Program qualifies as an option for nurses seeking Oregon State Board of Nursing License Re-Certification. For more information contact the School of Nursing Admissions Office or the OSBN.

**Bachelor of Science with a Major in Nursing (Accelerated Bachelor of Science Program)**

The Accelerated Bachelor of Science with a Major in Nursing Degree Program is for people who already have a bachelor's degree in a non-nursing field but wish to begin a career as a bachelor's-prepared nurse. Admitted students to this program must have an accredited bachelor's degree in a field other than Nursing (this degree must be completed before matriculation), will complete specific prerequisite coursework prior to matriculation, and will complete a generalist nursing curriculum that is comprised of five quarters of full time nursing coursework required to achieve a B.S. with a major in Nursing. The BS degree is awarded at the successful completion of the undergraduate coursework and graduates are eligible to take the National Council Licensing Examination. This program will prepare the graduate for RN licensure and will also give interested students the necessary credentials to pursue a graduate degree in nursing. Over the fifteen months, students will take a combination of courses in traditional classroom settings as well as participate in clinical rotations. Clinical experiences are at agencies located in multiple sites throughout Oregon.

**Accelerated Bachelor of Science to Master's and Doctor of Nursing Practice Programs**

This option is only available for the Psychiatric Mental Health Nurse Practitioner or Nurse-Midwifery specialties. Our Accelerated Bachelor's to Master's or DNP Degree Programs are options where students with a bachelor's degree in another field can accelerate through our BS with a Major in Nursing Program and enter directly into the master's or DNP program. These options are aimed at educating individuals as Nurse-Midwives or Psychiatric/Mental Health Nurse Practitioners.

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

Students in the accelerated Baccalaureate to Master's or DNP Program who successfully complete the Accelerated Baccalaureate Program of study are guaranteed placement in the graduate specialty for which they applied. Entrance into the master's or DNP program begins immediately after completion of the Accelerated Baccalaureate Program.
Oregon Consortium for Nursing Education (OCNE) Curriculum Competencies

Approved: May 2009

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

Professional Competencies

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

2. A competent nurse develops insight through reflection, self-analysis, and self-care through the understanding that...
   2.1 Ongoing reflection, critical examination and evaluation of one’s professional and personal life improves nursing practice.
   2.2 Reflection and self-analysis encourage self-awareness and self-care.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Non-Nursing Courses* (87 credits)</th>
<th>Credits</th>
<th>Nursing Courses (93 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Science Group (26 credits)</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I, II, III</td>
<td>12</td>
<td>NRS 110/210</td>
<td>9</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
<td>NRS 111/211</td>
<td>6</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
<td>NRS 112/212</td>
<td>6</td>
</tr>
<tr>
<td>Intro to Genetics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English (9 credits)</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
<td>NRS 230</td>
<td>3</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
<td>NRS 231</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities (9 credits)</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (non-composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts, and Women's Studies</td>
<td>9</td>
<td>NRS 232</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science (9 credits)</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development (Lifespan)</td>
<td>3</td>
<td>NRS 233</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, History)</td>
<td>6</td>
<td>NRS 221/321</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NRS 222/322</td>
<td>9</td>
</tr>
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<td></td>
<td></td>
<td>NRS 410</td>
<td>9</td>
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<tr>
<td></td>
<td></td>
<td>NRS 411</td>
<td>3</td>
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<td></td>
<td></td>
<td>NRS 412</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>NRS 424</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NRS 424 A-J</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NRS 425</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NRS 425 A-H</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 180

* Courses not available at OHSU that will be taken either during the prerequisite year or while dually enrolled with OHSU and another institution.
  
++ Students with an AAS in Nursing from an OCNE partner school may articulate NRS 224 for NRS 424.

### Other Graduation Requirements

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

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

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

### Prerequisite Year (Minimum 45 credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Letters and Sciences elective**</td>
<td>8-12</td>
</tr>
<tr>
<td>Computer Literacy Competency**</td>
<td>varies</td>
</tr>
<tr>
<td>Foreign Language Competency**</td>
<td>varies</td>
</tr>
<tr>
<td>Human Anatomy Physiology**</td>
<td>12</td>
</tr>
<tr>
<td>Human Development**</td>
<td>3</td>
</tr>
<tr>
<td>Humanities electives**</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition**</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives**</td>
<td>6</td>
</tr>
<tr>
<td>Written English/English Composition**</td>
<td>6</td>
</tr>
<tr>
<td>Math 95 or Higher* +</td>
<td>4</td>
</tr>
</tbody>
</table>

### Sophomore Year (46 credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Genetics**</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives**</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab*</td>
<td>4</td>
</tr>
<tr>
<td>Scientific or Technical Writing*</td>
<td>3</td>
</tr>
<tr>
<td>NRS 110/210 Foundations of Nursing: Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>NRS 111/211 Foundations of Nursing in Chronic Illness I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 112/212 Foundations of Nursing in Acute Care I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 230 Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 231 Clinical Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NRS 232 Pathophysiological Processes I</td>
<td>3</td>
</tr>
<tr>
<td>NRS 233 Pathophysiological Processes II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Junior Year (46 Credits)*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 221/321 Nursing in Chronic Illness II and End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 222/322 Nursing in Acute Care II and End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 410 Population-Based Care</td>
<td>9</td>
</tr>
<tr>
<td>NRS 411 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics**</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>3</td>
</tr>
<tr>
<td>Arts, Letters and Sciences Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

### Senior Year (43 Credits)*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 412 Leadership and Outcomes Management in Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRS 424 Integrative Practicum I</td>
<td>9</td>
</tr>
<tr>
<td>NRS 424 A-J (Focus Course, see course descriptions)</td>
<td>1</td>
</tr>
<tr>
<td>NRS 425 Integrative Practicum II</td>
<td>9</td>
</tr>
<tr>
<td>NRS 425 A-J (Focus Course, see course descriptions)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Total Credits

| Total Credits | 180 |

* Selected 400-level courses may be offered either in the junior or the Senior year. Check individual programs of study for current cohort sequencing.

** These courses are not offered at OHSU. Students are responsible for enrolling and transferring courses from other institutions of which 15 credits must be 300/400 level courses.

+ Competency for math 95 or above must be demonstrated prior to application. Competency may be demonstrated by a math placement test or by successful completion of Math 95 or higher. Math 95 credits are not applicable to credits for the bachelor’s degree; however, Math courses that are 100 or higher may be included in the credits that are applied to the prerequisites and to the degree. In choosing a math course the student is advised to consider the prerequisite for Statistics, which will be required later in the nursing program.
Accelerated Bachelor of Science Students Degree Requirements

<table>
<thead>
<tr>
<th>Prerequisites (with a grade “B” or better.)</th>
<th>Nursing Courses (72 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy Physiology: one year long course with lab</td>
<td>NRS 210 Foundations of Nursing: Health Promotion</td>
<td>9</td>
</tr>
<tr>
<td>Nutrition: one course</td>
<td>NRS 230 Clinical Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth Development: one course</td>
<td>NRS 231 Clinical Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology: one course</td>
<td>NRS 232 Pathophysiological Processes I</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Genetics: one course or a module within a course</td>
<td>NRS 233 Pathophysiological Processes II</td>
<td>3</td>
</tr>
<tr>
<td>Statistics: one course</td>
<td>NRS 331 Foundations of Nursing: Chronic Illness and End of Life</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>NRS 332 Foundation of Nursing: Acute Care and End of Life</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>NRS 410 Population-Based Care</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>NRS 411 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NRS 412A Leadership and Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NRS 412B Leadership and Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NRS 435 Integrative Practicum</td>
<td>12</td>
</tr>
</tbody>
</table>

**Nursing Credits** 72

**Non-Nursing Credits from Prior Degree** 108

**Total Credits** 180
Baccalaureate Completion Program for RNs (RNBS)(Traditional)  
Degree Requirements for RNBS Students from Non-OCNE Partner Schools

<table>
<thead>
<tr>
<th>Non-Nursing Courses*(87 credits)</th>
<th></th>
<th>Nursing Courses (45 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Science group (26 credits)</strong>*</td>
<td>Credits</td>
<td><strong>NRS 311</strong> Promotion and Pathophysiological Processes</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology I, II, III with lab</td>
<td>12</td>
<td><strong>NRS 312</strong> Chronic Illness and End of Life</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
<td><strong>NRS 410A</strong> Population-Based Care</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
<td><strong>NRS 410B</strong> Population-Based Care</td>
<td>6</td>
</tr>
<tr>
<td>Intro to Genetics</td>
<td>3</td>
<td><strong>NRS 411</strong> Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td><strong>NRS 412A</strong> Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td><strong>English (9 credits)</strong>*</td>
<td></td>
<td><strong>NRS 412B</strong> Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
<td>NRS 424 I or J (focus course)</td>
<td>1</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
<td>NRS 425 I or J (focus course)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Humanities (9 credits)</strong>*</td>
<td></td>
<td><strong>NRS 426A</strong> Integrative Practicum</td>
<td>6</td>
</tr>
<tr>
<td>English (non-composition), Foreign Languages, History of Art or Art Appreciation, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts and Women's Studies</td>
<td>9</td>
<td><strong>NRS 426B</strong> Integrative Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science (9 credits)</strong>*</td>
<td></td>
<td><strong>Articulation Credits (18 credits)</strong></td>
<td>18</td>
</tr>
<tr>
<td>Human Growth and Development (Lifespan)</td>
<td>3</td>
<td>Transfer Credits from ADN program accepted for lower division nursing (36 credits)</td>
<td>36</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, History or Criminology)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>34*</td>
<td><strong>Total Credits</strong></td>
<td>180</td>
</tr>
<tr>
<td>15 upper-division non-nursing credits must be taken in a field other than nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

RNBS Transcript Evaluation
Students will receive an OHSU transcript evaluation when admitted into the RNBS Program. This evaluation will identify which non-nursing courses are accepted and courses left to complete. Students can receive up to 36 credits by articulation for nursing coursework successfully completed in their prior nursing program.

** RNBS Traditional Students are nurses who graduated from associate degree programs which were not part of the Oregon Consortium for Nursing Education Partnership.
### Non-Nursing Courses* (87 credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Group (26 credits)*</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I, II, III with lab</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>English (9 credits)*</td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (9 credits)*</td>
<td></td>
</tr>
<tr>
<td>English (non-composition), Foreign Languages,</td>
<td></td>
</tr>
<tr>
<td>History of Art or Art Appreciation, History of</td>
<td></td>
</tr>
<tr>
<td>Music or Music Appreciation, Linguistics,</td>
<td></td>
</tr>
<tr>
<td>Philosophy, Religion, Speech or Theatre Arts,</td>
<td></td>
</tr>
<tr>
<td>and Women's Studies</td>
<td>9</td>
</tr>
<tr>
<td>Social Science (9 credits)*</td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology,</td>
<td></td>
</tr>
<tr>
<td>Psychology, Political Science, Sociology,</td>
<td></td>
</tr>
<tr>
<td>Economics, General Social Science, History or</td>
<td></td>
</tr>
<tr>
<td>Criminology)</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>34*</td>
</tr>
</tbody>
</table>

15 upper-division non-nursing credits must be taken in a field other than nursing

### Nursing Courses (33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 410A</td>
<td>Population-Based Care</td>
<td>3</td>
</tr>
<tr>
<td>NRS 410B</td>
<td>Population-Based Care</td>
<td>6</td>
</tr>
<tr>
<td>NRS 411</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412A</td>
<td>Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 412B</td>
<td>Leadership and Outcomes Management in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 424 I or J</td>
<td>(focus course)</td>
<td>1</td>
</tr>
<tr>
<td>NRS 426A</td>
<td>Integrative Practicum</td>
<td>6</td>
</tr>
<tr>
<td>NRS 426B</td>
<td>Integrative Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NRS 425 I or J</td>
<td>(focus course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Transfer Credits from ADN program accepted for lower division nursing

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

Total Credits: 180

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

### Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or one semester of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework; 15 of which must be Arts, Letters and Sciences
- 2.0 cumulative GPA and minimum C grade in courses used for degree
With a history of academic and clinical excellence and a commitment to the mission of education, practice and research, the School of Nursing provides graduate students with the opportunity to learn in a health care and research rich environment. The School of Nursing offers master’s, post-master’s and doctoral level programs that focus on developing critical thinking and judgment, understanding health systems and economics, providing interdisciplinary care and increasing awareness of public health in a variety of health care settings. These programs are academically rigorous and are taught by nurse faculty members that are leaders in their field. U.S. News and World Report consistently ranks the Oregon Health and Science University (OHSU) School of Nursing as one of the top ten nursing schools in the nation and in 2011, the graduate programs ranked 7th overall with the Nurse-Midwifery program ranked 1st and the Family Nurse Practitioner program ranked 6th.

With advanced practice, research, public health, health systems and organizational leadership, gerontology and nursing education options available, the School of Nursing graduate programs are designed to help nurses advance their career while making a difference in the lives of patients and their families, fellow nurses and within the greater community.

All students (except for those enrolled into the Master of Public Health: Primary Health Care and Health Disparities) must meet the general Master of Nursing competencies listed below:

**General Competencies – Master’s in Nursing**

1. Demonstrate advanced knowledge in a specialty area of nursing practice.
2. Use emerging information technologies to access current research and health care data.
3. Critically evaluate evidence to make sound and ethically grounded clinical judgments.
4. Demonstrate the leadership skills essential for influencing organizational policy and improving patient care outcomes.

**Program Pathways**

**Advanced Nursing Practice Pathways**

Students may choose a specialty area that culminates in a Master of Nursing (MN) and/or the Doctor of Nursing Practice (with the exception of nurse anesthesia (NA) which offers only the MN degree at this time). The programs of study (POS) reflect a balance of theory, practice and research to ensure students become clinically expert and are able to utilize research and available evidence within their practice. Upon completion of the MN degree, graduates are prepared to meet the required competencies that have been individualized within each POS.

Students applying to the Advanced Practice programs: Adult-Gerontology Clinical Nurse Specialist (CNS), Family Nurse Practitioner (FNP), Health Systems and Organizational Leadership, Nurse Anesthesia (NA), Nurse-Midwifery (NM) and Psychiatric Mental Health

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39
Nurse Practitioner (PMHNP) must meet the Advanced Practice competencies listed below.

*Students in the Health Systems and Organizational Leadership (HSOL) program must meet the HSOL competencies listed on page 43.

Competencies for the Master of Nursing (MN) – Advanced Practice Program:
1. Apply advanced knowledge in basic sciences and specialty nursing to clinical practice with individuals, families and/or groups.
2. Critically evaluate evidence for its application to advanced nursing practice.
3. Implement and evaluate culturally appropriate and ethically grounded clinical interventions, intervention modalities and health care technologies.

**Academic Graduate Pathways**

The Academic Graduate programs are designed to prepare teachers and scientists, with knowledge and skills essential for teaching, advancing science through research and leadership in the profession. This pathway offers a Master of Nursing (MN) and/or a Doctor of Philosophy (PhD) degree for postbaccalaureate students with clinical teaching in one of three specialties: adult-gerontology nursing, community health nursing or psychiatric mental health nurse practitioner. Students pursuing a research career may enter the PhD program directly at the postbaccalaureate or post-master’s level.

Students applying to the Academic Graduate programs (Nursing Education in Adult Gerontology, Nursing Education in Community Health and Nursing Education in Psychiatric Mental Health Nurse Practitioner) must meet the Academic Graduate competencies listed below.

Competencies for Master of Nursing (MN) – Academic Graduate Program:
1. Demonstrate advanced knowledge of a specialty area of nursing with the ability to extend it by teaching it to others and translating it into practice.
2. Critically evaluate pedagogical literature for use in teaching a practice discipline.
3. Design, implement and evaluate instructional approaches, including use of emerging education technologies.

The following graduate programs are available:

- **Master of Nursing (MN)**
  - Adult-Gerontology Clinical Nurse Specialist (CNS)
  - Family Nurse Practitioner (FNP)
  - Health Systems and Organizational Leadership (HSOL)
  - Nurse Anesthesia (NA)
  - Nurse-Midwifery (NM)
  - Nursing Education in Adult Gerontology
  - Nursing Education in Community Health
  - Nursing Education in Psychiatric Mental Health Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner (PMHNP)

- **Master of Public Health: Primary Health Care and Health Disparities**

- **Accelerated Bachelor of Science to Master of Nursing (MN) and Doctor of Nursing Practice (DNP)**

- **Certificate Options**
  - Post-master in Advanced Practice Gerontological Nursing
  - Post-master in Family Nurse Practitioner
  - Post-master in Nurse-Midwifery
  - Post-master in Nursing Education
  - Post-master in Psychiatric Mental Health Nurse Practitioner
  - Graduate Certificate in Public Health

- **Doctor of Nursing Practice (DNP)**
  - Adult-Gerontology Clinical Nurse Specialist (CNS)
  - Family Nurse Practitioner (FNP)
  - Health Systems and Organizational Leadership (HSOL)
  - Nurse-Midwifery (NM)
  - Psychiatric Mental Health Nurse Practitioner (PMHNP)
  - Post-master Doctor of Nursing Practice (DNP)

- **Doctor of Philosophy (PhD)**
  - Postbaccalaureate Doctor of Philosophy
  - Master of Nursing, Nursing Education in Adult Gerontology
  - Master of Nursing, Nursing Education in Community Health
  - Master of Nursing, Nursing Education in Psychiatric Mental Health Nurse Practitioner
  - Post-master Doctor of Philosophy
In the Adult-Gerontology Clinical Nurse Specialist (CNS) program students select a population of adults for their specialty focus. These may be illness-specific such as diabetes or oncology, age specific such as health promotion in elders or symptom-focused such as chronic pain. Students choose their own area of specialty interest, and then are matched with expert clinical nurse specialists in that area for their clinical practice mentoring. Students study alongside world-class faculty with expertise in symptom management and end-of-life care, acute and chronic illness, biobehavioral health and gerontology, including the OHSU Hartford Center of Geriatric Nursing Excellence. Clinical Nurse Specialists (CNSs) are in high demand in health systems for their clinical expertise and ability to lead quality and safety initiatives as well as evidence-based practice improvements.

The Adult-Gerontology Clinical Nurse Specialist cares for adults across the age spectrum, including young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old and old-old adults).

The Adult-Gerontology Clinical Nurse Specialist program prepares students to apply for prescriptive privileges in Oregon and to take national Clinical Nurse Specialist certification exams, depending on the chosen specialty.

The Adult-Gerontology Clinical Nurse Specialist program is available statewide in Oregon. OHSU uses distance friendly, technology enhanced methods to bring the program to all areas of the state. Courses are delivered using a combination of “intensives” and technology specifically designed for distance education.

At completion of the OHSU School of Nursing’s Adult-Gerontology Clinical Nurse Specialist program, the graduate will demonstrate the following competencies in addition to the general Master of Nursing and the Advanced Practice competencies:

1. Provide patient-centered, quality care to patients across the adult-older adult age spectrum and their families.
2. Apply evidence in practice to improve quality and safety of care and health outcomes for a selected adult population.
3. Manage acute and chronic health needs of patients and groups within a selected adult population.

**Required courses:***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
<td>3</td>
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<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
<td>3</td>
</tr>
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<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
<td>3</td>
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<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
<td>3</td>
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<tr>
<td>NURS 733</td>
<td>Health Systems, Organizations and Change</td>
<td>3</td>
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<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
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<td>Advanced Physiology and Pathophysiology I</td>
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<td>NURS 515B</td>
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<tr>
<td>MGT 506</td>
<td>Seminar on Patient Safety and Quality of Care</td>
<td>2</td>
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<tr>
<td>CPH 537</td>
<td>Principles of Health Behavior</td>
<td>3</td>
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<td>NURS 542</td>
<td>Aging Person and Family: Health Promotion</td>
<td>3</td>
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<tr>
<td>NURS 543</td>
<td>Understanding and Intervening for Common Geriatric Syndromes</td>
<td>3</td>
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<tr>
<td>NURS 546</td>
<td>Health Systems in the Care of the Older Adult</td>
<td>3</td>
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<tr>
<td>NURS 709BA</td>
<td>Clinical Nurse Specialist Practicum I</td>
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<td>Clinical Nurse Specialist Practicum II</td>
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<td>NURS 709BC</td>
<td>Clinical Nurse Specialist Practicum III</td>
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<td>NURS 709BD</td>
<td>Clinical Nurse Specialist Practicum IV</td>
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<td>NURS 719</td>
<td>Transitional Care</td>
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<tr>
<td>NURS 725</td>
<td>Management of Symptoms in Adults</td>
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<tr>
<td>NURS 736</td>
<td>Management of Chronic Illness in Adults</td>
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<tr>
<td>NURS 737</td>
<td>Management of Acute Illness in Adults</td>
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</table>

**Total Credits MN** 75
Family Nurse Practitioner

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

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

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

Graduates may seek certification as Family Nurse Practitioners with prescriptive privileges from the Oregon State Board of Nursing and are eligible for national certification.

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

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

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

**Master of Nursing Common Core (17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
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<td>NURS 701</td>
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<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
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**Advanced Practice Core (15 credits)**

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<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I</td>
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<td>NURS 517</td>
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<td>NURS 519B</td>
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**FNP Specialty Core (46-48 credits)**

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<tr>
<td>NURS 509S</td>
<td>Practicum in Family Primary Care Management II</td>
<td>3</td>
</tr>
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<td>NURS 509T</td>
<td>Practicum in Family Primary Care Management III</td>
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<td>NURS 509U</td>
<td>Practicum in Family Primary Care Management IV</td>
<td>8</td>
</tr>
<tr>
<td>NURS 509V</td>
<td>Procedures for APNs in Primary Care</td>
<td>1-3</td>
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<tr>
<td>NURS 509W</td>
<td>Antepartum and Postpartum Management For FNP's</td>
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</tr>
<tr>
<td>NURS 514</td>
<td>Health Promotion and Health Protection</td>
<td>3</td>
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<td>NURS 518</td>
<td>Reproductive Health Care Management</td>
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<td>NURS 520</td>
<td>Family Primary Care Management I</td>
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<td>NURS 521C</td>
<td>Family Primary Care Management IV</td>
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<tr>
<td>NURS 523</td>
<td>Antepartum/Postpartum Management For FNP's</td>
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**Total Credits MN** 78-80
Health Systems and Organizational Leadership

The Health Systems and Organizational Leadership (HSOL) program prepares nurses to lead in health systems and organizations. Nurses will learn about the contextual attributes of complex dynamic health care delivery systems, sustainable organizations, the legislative and regulatory environment, and the financial and human resources that support the health care endeavor. Complexity and Quality science will be a focus of the program with courses that will build skills in analyzing, leading and managing effective quality based health care systems and organizations where nurses advance the practice of professionals within their systems. The program will provide opportunities for inter-professional education, collaboration and practice.

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

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

Required courses:

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
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<td>NURS 700</td>
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<td>Context and Systems of Care</td>
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Health Systems Core (21 credits)

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<td>NURS 509HS</td>
<td>Practicum: Practice in Leading Effective Organizations</td>
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<tr>
<td>NURS 548</td>
<td>Quality Science in Health Services and Academic Practice</td>
<td>3</td>
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<tr>
<td>NURS 549</td>
<td>Evidence Driven Clinical and Organizational Effectiveness</td>
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<tr>
<td>MGT 563</td>
<td>The Regulation and Legislation of Health Care Delivery</td>
<td>4</td>
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<tr>
<td>MGT 564</td>
<td>Business Planning and Strategy in the Health Care Industry</td>
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Organizational Leadership Specialty Core (9 credits)

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

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<td>MGT 506</td>
<td>Ethics in Health Care Organizations (2 credits)</td>
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<td>MGT 515</td>
<td>Understanding the Medical Supply Chain (3 credits)</td>
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<tr>
<td>MGT 546</td>
<td>Payment Systems in Health Care (2 credits)</td>
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<tr>
<td>MGT 566</td>
<td>Tech and Info Systems in Health Care Management (4 credits)</td>
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<td>MGT 570</td>
<td>Operations Management in Health Care (4 credits)</td>
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<tr>
<td>MGT 590</td>
<td>Effective Business Writing (1 credit)</td>
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Total Credits MN 53
Nurse Anesthesia

In response to local, regional and national need, the program has been established in conformance with all standards and criteria of the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the program is upon excellence in clinical performance and evidence based practice. Clinical experiences will be obtained at a variety of outstanding clinical anesthesia sites in the Portland Metro area, including OHSU, Portland Veteran's Administration Medical Center, Kaiser South Interstate Same Day Surgery Center, Kaiser Sunnyside Hospital and Southwest Washington Medical Center (Vancouver, WA). Students will rotate outside the Portland metro area to Three Rivers Community Hospital (Grants Pass, OR) and Tampa General Hospital (Tampa, FL). Some students will also rotate to University of Washington Medical Center and Seattle Children’s Hospital (Seattle, WA), Providence Hood River Memorial Hospital (Hood River, OR), Curry General Hospital (Gold Beach, OR), Willamette Valley Medical Center (McMinnville, OR) and Samaritan Pacific Community Hospital (Newport, OR). Other clinical site arrangements are currently being developed and may require additional travel outside the Portland metro area. Expenses associated with travel, housing and living at distant sites are the student’s responsibility.

The 27-month program of study is rigorous and highly clinically focused. In the first year, students receive a firm foundation in relevant basic and anesthesia science along with intensive simulation experience. The second year begins a five quarter sequence of clinical rotations designed to expose the student to a variety and depth of anesthesia experience. Throughout the second year students will attend seminars to foster the integration of advanced evidence-based nurse anesthesia content into their clinical practice.

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

At the completion of the OHSU School of Nursing Nurse Anesthesia program, the graduates will demonstrate the following competencies in addition to the general Master of Nursing and the Advanced Practice competencies:
1. Demonstrate safe patient care throughout the perianesthetic period
2. Provide individualized, safe, culturally sensitive perianesthetic care for patient’s across the life span
3. Apply critical thinking skills during the perianesthetic period to ensure high quality, safe and cost-effective patient care
4. Utilize effective communication skills in the provision of collaborative perianesthesia care to patients across the life span
5. Integrate professional leadership skills in the delivery of perianesthetic care to patients across the life span

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>NURS 512</td>
<td>A Critical Analysis of Health Disparities</td>
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<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
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Advanced Practice Core: (15 credits)

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<td>Advanced Physiology and Pathophysiology I</td>
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<td>Advanced Physiology and Pathophysiology II</td>
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<td>NURS 517</td>
<td>Health Assessment</td>
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<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
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NA Specialty Core: (84 credits)

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<td>NURS 509CB</td>
<td>Basic Principles of Anesthesia Lab II</td>
<td>1</td>
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<tr>
<td>NURS 509CC</td>
<td>Advanced Principles of Anesthesia Lab I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CD</td>
<td>Advanced Principles of Anesthesia Lab II</td>
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<td>NURS 509CE</td>
<td>Advanced Clinical Practicum in Anesthesia I</td>
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<td>Advanced Clinical Practicum in Anesthesia II</td>
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<td>NURS 509CG</td>
<td>Advanced Clinical Practicum in Anesthesia III</td>
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<td>NURS 509CH</td>
<td>Advanced Clinical Practicum in Anesthesia IV</td>
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<td>NURS 531</td>
<td>Basic Principles of Anesthesia I</td>
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<td>Basic Principles of Anesthesia II</td>
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<td>NURS 533</td>
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<td>NURS 534</td>
<td>Advanced Principles of Anesthesia II</td>
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<td>NURS 535</td>
<td>Pharmacology of Anesthetic Agents I</td>
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<td>NURS 536</td>
<td>Pharmacology of Anesthetic Agents II</td>
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<tr>
<td>NURS 537</td>
<td>Professional Issues for Nurse Anesthetists</td>
<td>3</td>
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**Total Credits MN** 106
Nurse-Midwifery

The Nurse-Midwifery program prepares graduates for practice as Certified Nurse-Midwives (CNMs) by the American Midwifery Certification Board (AMCB). This role encompasses care for women from menarche to menopause, including health promotion, management of common gynecologic and health problems and the entire spectrum of pregnancy care from pre-conception through birth and the newborn period.

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

A substantial portion of clinical learning in the program occurs in the context of the nurse-midwifery faculty practice at OHSU, staffed by senior nurse-midwifery faculty and dedicated to the education of nurse-midwifery students. Students receive experience in group prenatal care and water birth while providing care to a diverse population of women. Other clinical opportunities are provided in community health centers, health maintenance organizations, migrant health clinics and private practices. Students receive more than 1000 hours of supervised clinical practice in the master’s program and over 1900 hours within the DNP.

The nurse-midwifery faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence informed by the ancient and gentle art of nurse-midwifery. The practice of nurse-midwifery will not be advanced without attention to the development of midwifery scholarship to guide its practitioners. It is incumbent upon Certified Nurse-Midwives (CNMs) to document the efficacy of their model of care.

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

1. Provide midwifery care to women that is scientifically based, family inclusive and focused on the promotion of health
2. Collaborate with other members of the health team in the provision of midwifery care to women and their families
3. Analyze the political, economic, cultural and social forces that influence the health of women
4. Examine and evaluate health care systems and develop strategies to facilitate acceptance of midwifery and its philosophy of care
5. Identify research questions specific to midwifery practice

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

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

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<td>NURS 519A Applied Pharmacology I</td>
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<td>NURS 519B Applied Pharmacology II</td>
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</table>

**NM Specialty Core (52 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507B Fundamentals of Teaching Nurse-Midwifery students</td>
</tr>
<tr>
<td>NURS 509L Practicum in Antepartum and Postpartum Management</td>
</tr>
<tr>
<td>NURS 509M Practicum in Nurse-Midwifery Management 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 Management II</td>
</tr>
<tr>
<td>NURS 509Q Advanced Practicum in Nurse-Midwifery</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>NURS 509X</td>
</tr>
<tr>
<td>NURS 509Y</td>
</tr>
<tr>
<td>NURS 518</td>
</tr>
<tr>
<td>NURS 581</td>
</tr>
<tr>
<td>NURS 582</td>
</tr>
<tr>
<td>NURS 583</td>
</tr>
<tr>
<td>NURS 584</td>
</tr>
<tr>
<td>NURS 585</td>
</tr>
<tr>
<td>NURS 588</td>
</tr>
</tbody>
</table>

**Total Credits MN** 84
Master of Nursing Education in Adult Gerontology

The OHSU School of Nursing currently offers a specialty in Nursing Education in Adult Gerontology. In the next half century, the elderly population in the United States is projected to more than double in size—from 31 million to 80 million. Today, Oregon ranks 17th among the 50 states in the percentage of its population over age 65, but in less than 25 years the U.S. Bureau of the Census projects that Oregon will rank 4th. There is a critical need for nurse educators with in depth knowledge of the very complex health care needs of older adults, for teaching pre-licensure nursing students as well as practicing nurses. Students in this specialty will take coursework in health assessment, symptom management and other aspects of care of the older adult, as well as practica in teaching gerontologic nursing.

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 610</td>
<td>Conceptualizing Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 611</td>
<td>Evaluating Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612</td>
<td>State of the Science in Clinical Specialty</td>
<td>3</td>
</tr>
</tbody>
</table>

Adult Gerontology Nursing Specialty (12 credits)  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 538/638</td>
<td>Developing Learning Activities Regarding Health Promotion In Older Adults and Their Caregivers (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 539/639</td>
<td>Developing Learning Activities Regarding Health Systems In Care of the Older Adult: Health Promotion (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 540</td>
<td>Developing Learning Activities Regarding Common Bariatric Syndromes (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552/652</td>
<td>Understanding and Intervening in Common Mental Health Problems (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 725</td>
<td>Management of Symptoms in Adults (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736</td>
<td>Management of Chronic Illness in Adults (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 737</td>
<td>Management of Acute Illness in Adults (3 credits)</td>
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Nursing Education Core (12 credits)  

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

Advanced Practice Nursing Courses (13 credits)  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A</td>
<td>Advanced Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment and Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits MN  

46
Master of Nursing Education in Community Health

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

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Courses (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>NURS 610 Conceptualizing Nursing Practice</td>
</tr>
<tr>
<td>3</td>
<td>NURS 611 Evaluating Evidence for Nursing Practice</td>
</tr>
<tr>
<td>3</td>
<td>NURS 612 State of the Science in Clinical Specialty</td>
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</table>

Community and Public Health Core (22 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>CPH 521 Primary Health Care and Health Disparities: Social Determinants of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPH 522/622 Primary Health Care and Health Disparities: Communication and Informatics</td>
</tr>
<tr>
<td></td>
<td>CPH 527/627 Epidemiology of Disease</td>
</tr>
<tr>
<td></td>
<td>CPH 533/633 Epidemiology of Survey</td>
</tr>
<tr>
<td></td>
<td>CPH 535 Professionalism, Ethics and Systems Thinking in Public Health</td>
</tr>
<tr>
<td></td>
<td>CPH 539/639 Concepts of Environmental and Occupational Health</td>
</tr>
<tr>
<td></td>
<td>NURS 734 Health Policy</td>
</tr>
</tbody>
</table>

Nursing Education Core (12 credits)

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

Specialty Core (6 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>NURS 509A Practicum in Population Health Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPH 538/638 Public Health Program Evaluation</td>
</tr>
</tbody>
</table>

Total Credits MN 49

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Master of Nursing Education in Psychiatric Mental Health Nurse Practitioner

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

Required courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Courses (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>NURS 610 Conceptualizing Nursing Practice</td>
</tr>
<tr>
<td>3</td>
<td>NURS 611 Evaluating Evidence for Nursing Practice</td>
</tr>
<tr>
<td>3</td>
<td>NURS 612 State of the Science in Clinical Specialty</td>
</tr>
</tbody>
</table>

PMHNP Specialty Courses (12 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>NURS 541 Theories and Systems for Psychiatric Mental Health Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 544 Human Development in Advanced Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult</td>
</tr>
<tr>
<td></td>
<td>NURS 574A Psychopharmacology: Adults</td>
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</tbody>
</table>

Nursing Education Core (12 credits)

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

Advanced Practice Nursing Courses (13 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>NURS 515A Advanced Pathophysiology I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 515B Advanced Pathophysiology II</td>
</tr>
<tr>
<td></td>
<td>NURS 517 Health Assessment and Physical Diagnosis for Advanced Practice Nursing</td>
</tr>
<tr>
<td></td>
<td>NURS 519A Applied Pharmacology I</td>
</tr>
</tbody>
</table>

Total Credits MN 46
Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program focuses on the promotion of mental health for individuals, families and groups across the life span. Options exist for participation in a statewide educational program for the PMHNP.

PMHNP students take coursework in the assessment, diagnosis and treatment of children, adolescents and adults, including the elderly. Additional coursework emphasizes health promotion of populations, the development and current role of the PMHNP in the health care system, human personality development and the community mental health care system. Students get a strong background in pharmacology, psychopharmacology and therapy modalities.

The care concepts of: ethics, health determinants and equity in health care, epidemiology, informatics and evidenced-based care are emphasized and woven into year one. In year two, systems level concepts related to: the health care policy, systems, economics and practice evaluation are presented with a focus on leadership and interdisciplinary collaboration.

680 hours of supervised clinical experience with all age groups are available in a variety of settings. Settings in the community mental health system and in programs serving the severely mentally ill population are emphasized as part of the clinical experience. Faculty advisors assist with finding the clinical setting that best suits each student's needs and interests.

Master's graduates are certified as Nurse Practitioners by the Oregon State Board of Nursing and are eligible for national certification in their area of specialization.

After passing an interim benchmark at the completion of the master's curriculum, students continuing on to complete the Doctor of Nursing Practice (DNP) will utilize the care and systems concepts in the selection of an area of Psychiatric Mental Health practice to focus on for a clinical residency and clinical inquiry project.

At the completion of the Master of Nursing Psychiatric Mental Health Nurse Practitioner program, the graduate will demonstrate the following competencies in addition to the general Master of Nursing and Advanced Practice competencies:

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

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
<td>3</td>
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<tr>
<td>NURS 733</td>
<td>Health Systems, Organizations and Change</td>
<td>3</td>
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<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
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Advanced Practice Core (13 credits)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
<td>3</td>
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PMHNP Specialty Core (49 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 541</td>
<td>Theories and Systems for Psychiatric Mental Health Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544</td>
<td>Human Development in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552</td>
<td>Understanding and Intervening in Common Mental Health Prob. of Eld.</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A</td>
<td>Assessment, Diagnosis and Treatment in Advanced PMHN: Ch./Adol.</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571B</td>
<td>Assessment, Diagnosis and Treatment in Advanced PMHN: Adult</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>NURS 572A</td>
<td>PMHNP Intervention V: Child and Family Therapy</td>
<td>3</td>
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<tr>
<td>NURS 572B</td>
<td>Advanced PMHNP Intervention I: Individual and Group Therapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572C</td>
<td>Advanced PMHNP Intervention II: Brief Therapies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572D</td>
<td>Advanced PMHNP III: Community Mental Health Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574A</td>
<td>Psychopharmacology: Adult</td>
<td>4</td>
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<tr>
<td>NURS 574B</td>
<td>Psychopharmacology: Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509K</td>
<td>Practicum in Advanced PMHNP Roles: Adults</td>
<td>4-13</td>
</tr>
<tr>
<td>NURS 509KC</td>
<td>Practicum in Advanced PMHNP Roles: Children and Adolescents</td>
<td>4-13</td>
</tr>
</tbody>
</table>

**Total Credits MN** 79
Master of Public Health

Master of Public Health: Primary Health Care and Health Disparities

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

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

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

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

Required courses:

<table>
<thead>
<tr>
<th>MPH Core Courses (16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 530 Introduction to Biostatistics</td>
<td>4</td>
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<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 and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 540 Health Systems Organization</td>
<td>3</td>
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</tbody>
</table>

Primary Health Care and Health Disparities Required Track Courses (24 credits):

| CPH 509A Graduate Internship in Public Health | 6 |
| CPH 521 Social Determinants of Health | 3 |
| CPH 522 Communication and Informatics | 3 |
| CPH 523 Global Perspectives and Program Development | 3 |
| CPH 526 Epidemiology of Aging | 3 |
| CPH 527 Epidemiology of Disease | 3 |
| CPH 531 The Social Context of Public Health Policy | 3 |
**Principles and Practice Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 507A</td>
<td>Current Issues in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 510</td>
<td>Research Methods and Evidence-Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>CPH 528</td>
<td>Foundations in Organizational Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>CPH 535</td>
<td>Professionalism, Ethics and Systems Thinking in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>CPH 536</td>
<td>Community Based Participatory Research</td>
<td>3</td>
</tr>
<tr>
<td>CPH 538</td>
<td>Public Health Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 58

*Students interested in completing a Doctor of Philosophy in nursing can build upon their MPH degree requirements. Students interested in this option must apply and be accepted to both the Master of Public Health: Primary Health Care and Health Disparities track and the Doctor of Philosophy program.*
Accelerated Bachelor of Science to MN and DNP

Accelerated Bachelor of Science to Master of Nursing and Doctor of Nursing Practice

This is an option for Psychiatric Mental Health Nurse Practitioner or Nurse-Midwifery specialties only.

Our Accelerated Bachelor’s to MN and/or DNP Degree program are options where students with a bachelor’s degree in a non-nursing field can accelerate through our Bachelor of Science with a Major in Nursing program and directly enter into the MN and/or DNP program.

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

Students enrolled into the Accelerated Bachelor’s to MN and/or DNP program who successfully complete the Accelerated Bachelor’s program of study are guaranteed placement in the graduate specialty for which they were accepted. Entrance into the Master of Nursing and/or the Doctorate of Nursing Practice program begins immediately after completion of the Accelerated Bachelor’s program.
Graduate Certificate Options

Post-master Certificate in Advanced Practice Gerontological Nursing

The PMCO in the Advanced Practice Gerontological Nursing program involves nine credits of didactic and up to seven credits of clinical practica. Arrangements for clinical placements will be tailored to individual student needs. Applicants to the PMCO Advanced Practice Gerontological Nursing program must be credentialed as an advanced practice Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS).

Graduates of the Advanced Practice Gerontological Nursing program will be able to recognize and have respect for:

1. The right of older adults to make their own decisions regarding their preferences for health care.
2. Promotion of “Healthy Aging” as defined by the client.
3. The holistic nature of care that includes physical, mental, emotional, social and cultural issues of aging.
4. The importance of establishing collaborative relationships with the elder, the family, caregivers and health care professionals from other disciplines in order to ensure the best possible outcomes.
5. The importance of promoting communication, coordination and collaboration among health care providers within the health care system in order to promote access and optimal care of older adults across settings.
6. The social, economic, political and cultural context of clients as critical factors to consider in making decisions regarding health care.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509GG</td>
<td>Clinical Practica with Older Adults</td>
<td>0-7</td>
</tr>
<tr>
<td></td>
<td>Practicum Hours are based on NURS 509GG credit hours</td>
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<td></td>
<td>(1 credit: 4 hours)</td>
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</tr>
<tr>
<td>NURS 542</td>
<td>Aging Person and Family: Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 543</td>
<td>Understanding and Intervening for Common Geriatric Syndromes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546</td>
<td>Health Systems in the Care of Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552/652</td>
<td>Understanding and Intervening in Common Mental Health Problems of the Elderly</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12-19
Post-master Certificate in Family Nurse Practitioner

The Family Nurse Practitioner program prepares registered Nurses to practice in primary health care settings that provide continuous, comprehensive care. FNP's assess, diagnose and manage acute and chronic health problems, consulting with specialists as needed. FNP students gain a solid foundation in clinical practice addressing the health care needs of individuals and families across the life span. The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate. The faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence. In addition to content with a focus on all age groups, the program of study provides in-depth knowledge and clinical experiences in areas such as: advanced health assessment/physical diagnosis, pathophysiology, health promotion, and acute and chronic illness management, role development as a primary care clinician, pharmacology, reproductive care and prenatal care. Clinical and didactic experiences prepare FNP students to enter practice with experience in billing, coding and documentation using state-of-the-art electronic medical record systems.

Clinical sites include private offices such as nurse practitioner owned practices, large health institutions such as HMOs, migrant and Indian Health centers and county health departments. Students obtain experiences serving rural and/or underserved populations. A minimum of 610 hours of supervised clinical experience are completed during the program Graduates may seek certification as Family Nurse Practitioners with prescriptive privileges from the Oregon State Board of Nursing and are eligible for national certification.

Required courses:

| Credits | NURS 509R Practicum in Family Primary Care Management I | 2 |
| Credits | NURS 509S Practicum in Family Primary Care Management II | 3 |
| Credits | NURS 509T Practicum in Family Primary Care Management III | 6 |
| Credits | NURS 509U Practicum in Family Primary Care Management IV | 8 |
| Credits | NURS 509V Procedures for APNs in Primary Care | 1-3 |
| Credits | NURS 509W Antepartum and Postpartum Management For FNP's | 1 |
| Credits | NURS 514 Health Promotion and Health Protection | 3 |
| Credits | NURS 518 Reproductive Health Care Management | 4 |
| Credits | NURS 520 Family Primary Care Management I | 3 |
| Credits | NURS 521A Family Primary Care Management II | 4 |
| Credits | NURS 521B Family Primary Care Management III | 5 |
| Credits | NURS 521C Family Primary Care Management IV | 3 |
| Credits | NURS 523 Antepartum/Postpartum Management For FNP's | 3 |

Total Credits 46-48

Master PMCO students do not take NURS 713. Transfer credit for the Advanced Practice Core courses will be determined by course faculty based on previous coursework.

DNP PMCO students will follow the FNP/DNP program of study except NURS 713. Advanced Practice Core will be evaluated by course faculty for transfer credit.
Post-master Certificate in Nurse-Midwifery

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

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507B</td>
<td>Fundamentals of Teaching Nurse-Midwifery Students</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509L</td>
<td>Practicum in Antepartum and Postpartum Management</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509M</td>
<td>Practicum in Nurse-Midwifery Management of the Intrapartum Period</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509N</td>
<td>Practicum in Nurse-Midwifery Management I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509O</td>
<td>Practicum in Advanced Women's Health Care Management</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509P</td>
<td>Practicum in Nurse-Midwifery Management II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509Q</td>
<td>Advanced Practicum in Nurse-Midwifery</td>
<td>9</td>
</tr>
<tr>
<td>NURS 509X</td>
<td>Intrapartum Practicum in Nurse-Midwifery</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509Y</td>
<td>Practicum in primary Care of Nurse-Midwives</td>
<td>1</td>
</tr>
<tr>
<td>NURS 518</td>
<td>Reproductive Health Care Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 581</td>
<td>Nurse-Midwifery Management of the Intrapartum Period</td>
<td>4</td>
</tr>
<tr>
<td>NURS 582</td>
<td>Management of the Newborn</td>
<td>3</td>
</tr>
<tr>
<td>NURS 583</td>
<td>Foundations of Reproductive Care During the Reproductive Cycle</td>
<td>2</td>
</tr>
<tr>
<td>NURS 584</td>
<td>Antepartum/Postpartum Management</td>
<td>5</td>
</tr>
<tr>
<td>NURS 585</td>
<td>Primary Care for Nurse-Midwives</td>
<td>4</td>
</tr>
<tr>
<td>NURS 588</td>
<td>Advanced Women's Health Care Management</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits **52**

Master PMCO students do not take NURS 713. Transfer credit for the Advanced Practice Core courses will be determined by course faculty based on previous coursework.

PMCO/DNP students will follow the Nurse-Midwife program of study except for NURS 713. Advanced Practice Core will be evaluated by course faculty for transfer credit.

Post-master Certificate in Nursing Education

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

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

Required courses:

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

Total Credits **18-28**

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

**10 additional credits in Advanced Nursing is required for students without a master’s degree in nursing to be negotiated with advisor.
**Post-master Certificate in Psychiatric Mental Health Nurse Practitioner**

The Psychiatric Mental Health Nurse Practitioner (PMCO) is available for applicants who already have a Master of Nursing degree. This Post-master Certificate option focuses on the promotion of mental health for individuals, families, and groups across the life span. Interventions within the scope of the Psychiatric Mental Health Nurse Practitioner are emphasized, including the prescription and management of psychotropic medications and evidence-based psychotherapeutic approaches.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 541</td>
<td>Theories and Systems for Psychiatric Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544</td>
<td>Human Development in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552</td>
<td>Understanding and Intervening in Common Mental Health Problems of the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A</td>
<td>Assessment, Diagnosis and Treatment in Advanced PMHN: Ch./Adol.</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571B</td>
<td>Assessment, Diagnosis and Treatment in Advanced PMHN: Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572A</td>
<td>PMHNP Intervention V: Child and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572B</td>
<td>Advanced PMHNP Intervention I: Individual and Group Therapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572C</td>
<td>Advanced PMHNP Intervention II: Brief Therapies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572D</td>
<td>Advanced PMHNP III: Community Mental Health Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574A</td>
<td>Psychopharmacology: Adult</td>
<td>4</td>
</tr>
<tr>
<td>NURS 574B</td>
<td>Psychopharmacology: Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509K</td>
<td>Practicum in Advanced PMHNP Roles: Adults</td>
<td>4-13</td>
</tr>
<tr>
<td>NURS 509KC</td>
<td>Practicum in Advanced PMHNP Roles: Children and Adolescents</td>
<td>4-13</td>
</tr>
</tbody>
</table>

*NURS 509 Clinical Practicum: any combination of Adult (K) or Child (KC) credit with a minimum of 4 credits each

PMCO master’s only students do not take NURS 713. Transfer credit for the Advanced Practice Core courses will be determined by course faculty based on previous coursework.

PMCO DNP students will follow the PMHNP-DNP program of study except NURS 713. Advanced Practice Core courses will be evaluated by course faculty for transfer credit.
Graduate Certificate in Public Health

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

Upon completion of the GCPH, students will demonstrate knowledge and skills related to public health practice that includes the ability to:
1. Apply evidence-based knowledge of health determinants to public health issues.
2. Select and employ appropriate methods of design, analysis and synthesis to address population based health problems in urban and rural environments.
3. Integrate understanding of the interrelationship among the organization, delivery and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Employ ethical principles and behaviors.
6. Enact cultural competence and promote diversity in public health research and practice.
7. Apply public health knowledge and skills in practical settings.

**Required courses:**

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

**Electives (3-4 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 535</td>
<td>Professionalism, Ethics and Systems Thinking in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>CPH 538</td>
<td>Public Health Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 19-20
Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) program is a doctoral degree that prepares nurses to be leaders in innovative practice. Graduates will have the skill to translate, disseminate and integrate clinical knowledge that will transform the quality of health care. DNP graduates may also seek roles as nurse educators.

The coursework within the DNP program is characterized by a contextual and systematic analysis of clinical phenomena with the intention of optimizing health outcomes. Students will apply scientific methods to conduct clinical inquiry and translate research evidence into practice. Students will engage at all levels of health care delivery, from individuals and populations to the systems in which health care is embedded. The final year of study culminates in a clinical residency which allows students to integrate and synthesize essential knowledge in an area of specialized nursing practice.

Students entering the postbaccalaureate MN/DNP program will complete two years of course work that includes a (1) Master of Nursing common core, (2) an advanced practice core and a (3) specific specialty core (CNS, FNP, HSOL, NM, PMHNP) of coursework built on the American Association Colleges of Nursing Doctor of Nursing Practicing (AACN) DNP essentials that lays the foundation for comprehensive care within a complex health care system and methods courses that focus on evidence-based care and practice evaluation. After satisfactorily completing this coursework, students are awarded a MN degree and will need to only complete one additional year of coursework to earn the DNP following the two years of specialty coursework for the master’s.

Students entering the post-master’s DNP program will complete one year core courses built on the AACN DNP Essentials that lay the foundation for comprehensive care within a complex health care system and methods courses that focus on evidence-based care and practice evaluation. After passing the interim benchmark, students may continue to the final year of the DNP program which focuses on the DNP role, clinical inquiry and clinical residency.

Competencies for the Doctor of Nursing Practice (DNP):
1. The DNP program prepares nurses who will, using leadership and collaboration:
2. Engage in advanced nursing practice, in a professional, evidence-based skilled and ethical manner.
3. Influence health and health outcomes of individuals, groups and populations through clinical inquiry
4. Influence health policy and systems of health care in the local, regional, state, national and international forums

Interim and Terminal Benchmarks
Refer to DNP Program Guidelines available at: www.ohsu.edu/xd/education/schools/school-of-nursing/programs/doctoral/doctor-nursing-practice/index.cfm
Adult-Gerontology Clinical Nurse Specialist

In the Adult-Gerontology Clinical Nurse Specialist (CNS) program, students select a population of adults for their specialty focus. These may be illness-specific such as diabetes or oncology, age specific such as health promotion in elders or symptom-focused such as chronic pain. Students choose their own area of specialty interest, and then are matched with expert clinical nurse specialists in that area for their clinical practice mentoring. Students study alongside world-class faculty with expertise in symptom management and end-of-life care, acute and chronic illness, biobehavioral health and gerontology, including the OHSU Hartford Center of Geriatric Nursing Excellence.

Clinical Nurse Specialists (CNSs) are in high demand in health systems for their clinical expertise and ability to lead quality and safety initiatives as well as evidence-based practice improvements.

The Adult-Gerontology Clinical Nurse Specialist cares for adults across the age spectrum, including young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old and old-old adults).

The Adult-Gerontology Clinical Nurse Specialist program prepares students to apply for prescriptive privileges in Oregon and to take national clinical nurse specialist certification exams, depending on the chosen specialty.

The Adult-Gerontology Clinical Nurse Specialist program is available statewide in Oregon. OHSU uses distance friendly, technology enhanced methods to bring the program to all areas of the state. Courses are delivered using a combination of “intensives” and technology specifically designed for distance education.

At completion of the OHSU School of Nursing's Adult-Gerontology Clinical Nurse Specialist program, the graduate will demonstrate the following competencies in addition to the general Master of Nursing, Advanced Practice and the DNP competencies:

1. Provide patient-centered, quality care to patients across the adult—older adult age spectrum and their families.
2. Apply evidence in practice to improve quality and safety of care and health outcomes for a selected adult population.
3. Manage acute and chronic health needs of patients and groups within a selected adult population.

### Required courses:

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

### Advanced Practice Core (15 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B</td>
<td>Applied Pharmacology II</td>
<td>2</td>
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</table>

### Adult-Gerontology CNS Specialty Core (43 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 506</td>
<td>Seminar on Patient Safety and Quality of Care</td>
<td>2</td>
</tr>
<tr>
<td>CPH 537</td>
<td>Principles of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NURS 542</td>
<td>Aging Person and Family: Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 543</td>
<td>Understanding and Intervening for Common Geriatric Syndromes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546</td>
<td>Health Systems in the Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 709BA</td>
<td>Clinical Nurse Specialist Practicum I</td>
<td>2</td>
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<tr>
<td>NURS 709BB</td>
<td>Clinical Nurse Specialist Practicum II</td>
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<td>NURS 709BC</td>
<td>Clinical Nurse Specialist Practicum III</td>
<td>6</td>
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<tr>
<td>NURS 709BD</td>
<td>Clinical Nurse Specialist Practicum IV</td>
<td>6</td>
</tr>
<tr>
<td>NURS 719</td>
<td>Transitional Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 725</td>
<td>Management of Symptoms in Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736</td>
<td>Management of Chronic Illness in Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 737</td>
<td>Management of Acute Illness in Adults</td>
<td>3</td>
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</tbody>
</table>

### Total Credits MN 75

Students in the Doctor of Nursing Practice Program take all the above courses and the following Doctor of Nursing Practice core courses.

### DNP Core (28 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 702</td>
<td>Concepts for Doctoral Nursing Practice 1</td>
<td>6</td>
</tr>
<tr>
<td>NURS 703</td>
<td>Clinical Inquiry</td>
<td>6</td>
</tr>
<tr>
<td>NURS 715</td>
<td>Methods for Clinical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Clinical Residency</td>
<td>18</td>
</tr>
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</table>

### Electives (3 credits)

### Total Credits DNP 106
Family Nurse Practitioner

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

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

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

Graduates may seek certification as Family Nurse Practitioners with prescriptive privileges from the Oregon State Board of Nursing and are eligible for national certification.

At the completion of the OHSU School of Nursing Family Nurse Practitioner program, the graduates will demonstrate the following competencies in addition to the general Master of Nursing, advanced practice and the DNP competencies
1. Demonstrate critical thinking with diagnostic, management and reasoning skills in the process of clinical decision-making within the scope of FNP practice
2. Demonstrate professional behaviors in oral and written forms and establish collaborative relationships
3. Assess and intervene to promote wellness and prevent disease
4. Integrate contextual variables in assessment and provision of care

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Master of Nursing Common Core (17 credits)</th>
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<tbody>
<tr>
<td>NURS 700</td>
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<tr>
<td>NURS 701</td>
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<tr>
<td>NURS 713</td>
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<tr>
<td>NURS 714</td>
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<tr>
<td>NURS 733</td>
</tr>
<tr>
<td>NURS 735</td>
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</table>

<table>
<thead>
<tr>
<th>Advanced Practice Core (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A</td>
</tr>
<tr>
<td>NURS 515B</td>
</tr>
<tr>
<td>NURS 517</td>
</tr>
<tr>
<td>NURS 519A</td>
</tr>
<tr>
<td>NURS 519B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FNP Specialty Core (46-48 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509R</td>
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<tr>
<td>NURS 509S</td>
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<tr>
<td>NURS 509T</td>
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<tr>
<td>NURS 509U</td>
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<tr>
<td>NURS 509V</td>
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<tr>
<td>NURS 509W</td>
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<tr>
<td>NURS 514</td>
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<tr>
<td>NURS 518</td>
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<tr>
<td>NURS 520</td>
</tr>
<tr>
<td>NURS 521A</td>
</tr>
<tr>
<td>NURS 521B</td>
</tr>
<tr>
<td>NURS 521C</td>
</tr>
<tr>
<td>NURS 523</td>
</tr>
</tbody>
</table>

Total Credits MN: 78-80
Students in the Doctor of Nursing Practice Program take all the above courses and the following Doctor of Nursing Practice core courses.

**DNP Core (28 credits)**

- NURS 702  Concepts for Doctoral Nursing Practice 1
- NURS 703  Clinical Inquiry 6
- NURS 715  Methods for Clinical Inquiry 3
- NURS 790  Clinical Residency 18

*Electives (6 credits)*

**Total Credits DNP** 112-114

*DNP Rural track students in the FNP must take the following 2 courses:

- NURS 740  Urgent and Emergent Rural Care Management for Nurse Practitioners
- NURS 741  Rural Health Care Delivery for Advanced Practice Nurses
Health Systems and Organizational Leadership

The Health Systems and Organizational Leadership (HSOL) program prepares nurses to lead in health systems and organizations. Nurses will learn about the contextual attributes of complex dynamic health care delivery systems, sustainable organizations, the legislative and regulatory environment, and the financial and human resources that support the health care endeavor. Complexity and Quality science will be a focus of the program with courses that will build skills in analyzing, leading and managing effective quality based health care systems and organizations where nurses advance the practice of professionals within their systems. Expected competencies include advanced knowledge in: 1) creating environments to support population and policy outcomes, 2) leadership and advocacy of the design, implementation, evaluation and improvement of sustainable person-center practice models and 3) innovative leadership functions within complex adaptive systems. The program will provide opportunities for inter-professional education, collaboration and practice.

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

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

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advanced Practice Nursing (both clinical and organizational systems focus)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organizations and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
<td>2</td>
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</table>

Health Systems Core (21 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 509HS</td>
<td>Practicum: Practice in Leading Effective Organizations</td>
<td>7</td>
</tr>
<tr>
<td>NURS 548</td>
<td>Quality Science in Health Services and Academic Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 549</td>
<td>Evidence Driven Clinical and Organizational Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>MGT 563</td>
<td>The Regulation and Legislation of Health Care Delivery</td>
<td>4</td>
</tr>
<tr>
<td>MGT 564</td>
<td>Business Planning and Strategy in the Health Care Industry</td>
<td>4</td>
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</table>

Organizational Leadership Specialty Core (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 596</td>
<td>Complexity Science approaches in Leading Academic and Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 597</td>
<td>Creating Sustainable Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 598</td>
<td>Managing Human Capital</td>
<td>3</td>
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</table>

Elective Specialty Courses (6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 506</td>
<td>Ethics in Health Care Organizations (2 credits)</td>
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</tr>
<tr>
<td>MGT 515</td>
<td>Understanding the Medical Supply Chain (3 credits)</td>
<td></td>
</tr>
<tr>
<td>MGT 546</td>
<td>Payment Systems in Health Care (2 credits)</td>
<td></td>
</tr>
<tr>
<td>MGT 566</td>
<td>Tech and Info Systems in Health Care Management (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MGT 570</td>
<td>Operations Management in Health Care (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MGT 590</td>
<td>Effective Business Writing (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits MN 53

Students in the Doctor of Nursing Practice Program take all the above courses and the following Doctor of Nursing Practice core courses.
DOCTOR OF NURSING PRACTICE DEGREES

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

**DNP Core (28 credits)**

**Additional required HSOL credits for DNP (7 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 521</td>
<td>Social Determinants of Health</td>
<td>3</td>
</tr>
<tr>
<td>MGT 572</td>
<td>Financial Management</td>
<td>4</td>
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</tbody>
</table>

**Electives (6-16** credits)

**For post-master’s DNP, only 6 credits of electives are needed.**

**For postbacc DNP, 16 additional credits need to be satisfied.**

**Total Credits DNP**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>104</td>
</tr>
</tbody>
</table>
Nurse-Midwifery

The Nurse-Midwifery program prepares graduates for practice as Certified Nurse-Midwives (CNMs) by the American Midwifery Certification Board (AMCB). This role encompasses care for women from menarche to menopause, including health promotion, management of common gynecologic and health problems and the entire spectrum of pregnancy care from pre-conception through birth and the newborn period.

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

A substantial portion of clinical learning in the program occurs in the context of the nurse-midwifery faculty practice at OHSU, staffed by senior nurse-midwifery faculty and dedicated to the education of nurse-midwifery students. Students receive experience in group prenatal care and water birth while providing care to a diverse population of women. Other clinical opportunities are provided in community health centers, health maintenance organizations, migrant health clinics and private practices. Students receive more than 1000 hours of supervised clinical practice in the master's program and over 1900 hours within the DNP.

The nurse-midwifery faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence informed by the ancient and gentle art of nurse-midwifery. The practice of nurse-midwifery will not be advanced without attention to the development of midwifery scholarship to guide its practitioners. It is incumbent upon Certified Nurse-Midwives (CNMs) to document the efficacy of their model of care.

At the completion of the OHSU School of Nursing Nurse-Midwifery program, the graduates will demonstrate the following competencies in addition to the general Master of Nursing, advanced practice and the DNP competencies:

1. Provide midwifery care to women that is scientifically based, family inclusive and focused on the promotion of health
2. Collaborate with other members of the health team in the provision of midwifery care to women and their families
3. Analyze the political, economic, cultural and social forces that influence the health of women
4. Examine and evaluate health care systems and develop strategies to facilitate acceptance of midwifery and its philosophy of care
5. Identify research questions specific to midwifery practice

*Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.*

**Required courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Master of Nursing Common Core (17 credits)</th>
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</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing 3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care 3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing 3</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation 3</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organizations and Change 3</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Advanced Practice Core (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I 3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II 3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment 4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I 3</td>
</tr>
<tr>
<td>NURS 519B</td>
<td>Applied Pharmacology II 2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>NM Specialty Core (52 credits)</th>
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</thead>
<tbody>
<tr>
<td>NURS 507B</td>
<td>Fundamentals of Teaching Nurse-Midwifery students 3</td>
</tr>
<tr>
<td>NURS 509L</td>
<td>Practicum in Antepartum and Postpartum Management 2</td>
</tr>
<tr>
<td>NURS 509M</td>
<td>Practicum in Nurse-Midwifery Management of the Intrapartum Period 3</td>
</tr>
<tr>
<td>NURS 509N</td>
<td>Practicum in Nurse-Midwifery Management I 3</td>
</tr>
<tr>
<td>NURS 509O</td>
<td>Practicum in Advanced Women's Health Care Management 2</td>
</tr>
</tbody>
</table>
### DOCTOR OF NURSING PRACTICE DEGREES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509P</td>
<td>Practicum in Nurse-Midwifery Management II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509Q</td>
<td>Advanced Practicum in Nurse-Midwifery</td>
<td>9</td>
</tr>
<tr>
<td>NURS 509X</td>
<td>Intrapartum Practicum in Nurse-Midwifery</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509Y</td>
<td>Practicum in primary Care of Nurse-Midwives</td>
<td>1</td>
</tr>
<tr>
<td>NURS 518</td>
<td>Reproductive Health Care Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 581</td>
<td>Nurse-Midwifery Management of the Intrapartum Period</td>
<td>4</td>
</tr>
<tr>
<td>NURS 582</td>
<td>Management of the Newborn</td>
<td>3</td>
</tr>
<tr>
<td>NURS 583</td>
<td>Foundations of Reproductive Care During the Reproductive Cycle</td>
<td>2</td>
</tr>
<tr>
<td>NURS 584</td>
<td>Antepartum/Postpartum Management</td>
<td>5</td>
</tr>
<tr>
<td>NURS 585</td>
<td>Primary Care for Nurse-Midwives</td>
<td>4</td>
</tr>
<tr>
<td>NURS 588</td>
<td>Advanced Women's Health Care Management</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits MN** 84

Students in the Doctor of Nursing Practice Program take all the above courses and the following Doctor of Nursing Practice core courses.

### DNP Core (28 credits)

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

**Electives (6 credits)**

**Total Credits DNP** 118
Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program focuses on the promotion of mental health for individuals, families and groups across the life span. Options exist for participation in a statewide educational program for the PMHNP.

PMHNP students take coursework in the assessment, diagnosis and treatment of children, adolescents and adults, including the elderly. Additional coursework emphasizes health promotion of populations, the development and current role of the PMHNP in the health care system, human personality development and the community mental health care system.

Students get a strong background in pharmacology, psychopharmacology and therapy modalities.

The care concepts of: ethics, health determinants and equity in health care, epidemiology, informatics and evidenced-based care are emphasized and woven into year one. In year two, systems level concepts related to: the health care policy, systems, economics and practice evaluation are presented with a focus on leadership and interdisciplinary collaboration.

680 hours of supervised clinical experience with all age groups are available in a variety of settings. Settings in the community mental health system and in programs serving the severely mentally ill population are emphasized as part of the clinical experience. Faculty advisors assist with finding the clinical setting that best suits each student’s needs and interests.

Master’s graduates are certified as nurse practitioners by the Oregon State Board of Nursing and are eligible for national certification in their area of specialization.

After passing an interim benchmark at the completion of the master’s curriculum, students continuing on to complete the Doctor of Nursing Practice (DNP) will utilize the care and systems concepts in the selection of an area of Psychiatric Mental Health practice to focus on for a clinical residency and clinical inquiry project.

At the completion of the OHSU School of Nursing Family Psychiatric Mental Health Nurse Practitioner program, the graduate will demonstrate the following competencies in addition to the general, Advanced Practice and the DNP competencies:

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

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organizations and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
<td>2</td>
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Advanced Practice Core (13 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I</td>
<td>3</td>
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</table>

PMHNP Specialty Core (49 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 541</td>
<td>Theories and Systems for Psychiatric Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544</td>
<td>Human Development in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552</td>
<td>Understanding and Intervening in Common Mental Health Problems of the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A</td>
<td>Assessment, Diagnosis and Treatment in Advanced PMHN: Ch./Adol.</td>
<td>3</td>
</tr>
</tbody>
</table>
NURS 571B  Assessment, Diagnosis and Treatment in Advanced PMHN: Adult  3
NURS 572A  PMHN Intervention V: Child and Family Therapy  3
NURS 572B  Advanced PMHN Intervention I: Individual and Group Therapy with Adults  3
NURS 572C  Advanced PMHN Intervention II: Brief Therapies  3
NURS 572D  Advanced PMHN III: Community Mental Health Advanced Nursing Practice  3
NURS 574A  Psychopharmacology: Adult  4
NURS 574B  Psychopharmacology: Children and Adolescents  2
NURS 509K  Practicum in Advanced PMHN Roles: Adults  4-13
NURS 509KC  Practicum in Advanced PMHN Roles: Children and Adolescents  4-13

Total Credits MN  79

Students in the Doctor of Nursing Practice Program take all the above courses and the following Doctor of Nursing Practice core courses.

DNP Core (28 credits)
NURS 702  Concepts for Doctoral Nursing Practice  1
NURS 703  Clinical Inquiry  6
NURS 715  Methods for Clinical Inquiry  3
NURS 790  Clinical Residency  18

*Electives (6 credits)

Total Credits DNP  113

NURS 509: Clinical Practicum: any combination of Adult (K) or Child (KC) with a minimum of 4 credits each. Total=17
*DNP Rural track PMHNP students must take the following 2 courses:
NURS 741 Rural Health Care Delivery for Advanced Practice Nurses
NURS 742 Rural Mental Health Care of the Psychiatric/Mental Health Nurse Practitioner
Post-master Doctor of Nursing Practice

The post-master's DNP program is available to applicants with an advanced degree who are current advanced practice nurses. The OHSU post-master's DNP program is available to distance education students through a variety of remote educational technologies.

Required face-to-face intensive sessions of 2-3 days may be planned in subsequent terms. Students will be informed in advance of these sessions to facilitate planning.

Competencies for the Doctor of Nursing Practice (DNP):
1. The DNP program prepares nurses who will, using leadership and collaboration:
2. Engage in advanced nursing practice, in a professional, evidence-based skilled and ethical manner.
3. Influence health and health outcomes of individuals, groups and populations through clinical inquiry
4. Influence health policy and systems of health care in the local, regional, state, national and international forums

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNP Core (39 credits)</td>
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<tr>
<td>NURS 700</td>
<td>Concepts for Comprehensive Care in Advanced Practice Nursing</td>
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<tr>
<td>NURS 701</td>
<td>Context and Systems of Care</td>
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<tr>
<td>NURS 702</td>
<td>Concepts for Doctoral Nursing Practice</td>
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<tr>
<td>NURS 703</td>
<td>Clinical Inquiry</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Evaluating Evidence for Advance Practice Nursing</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Practice Evaluation</td>
</tr>
<tr>
<td>NURS 715</td>
<td>Methods for Clinical Inquiry</td>
</tr>
<tr>
<td>NURS 716</td>
<td>DNP Integrations Seminar</td>
</tr>
<tr>
<td>NURS 733</td>
<td>Health Systems, Organizations and Change</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Applied Health Care Economics and Finance</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Clinical Residency</td>
</tr>
</tbody>
</table>

Electives (7 credits)

Total Credits DNP 46
Postbaccalaureate Doctor of Philosophy

During the first year of study, students take coursework in one of 3 clinical specialties, (adult-gerontology nursing, community health or psychiatric mental health nurse practitioner), as well as introductory coursework for doctoral study in knowledge development. This coursework helps prepare students with the advanced clinical knowledge needed for teaching pre-licensure students, and prepares them to join students in the post-master’s program of study for the PhD. Students in the postbaccalaureate PhD program may also opt to complete additional coursework in order to earn the Master of Nursing prior to completing the PhD.

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (9 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 610</td>
<td>Conceptualizing Nursing Practice 3</td>
</tr>
<tr>
<td>NURS 611</td>
<td>Evaluating Evidence for Nursing Practice 3</td>
</tr>
<tr>
<td>NURS 612</td>
<td>State of the Science in Clinical Specialty 3</td>
</tr>
<tr>
<td>Advanced Practice Nursing Core (13 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 515A</td>
<td>Advanced Physiology and Pathophysiology I 3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology and Pathophysiology II 3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment 4</td>
</tr>
<tr>
<td>NURS 519A</td>
<td>Applied Pharmacology I 3</td>
</tr>
<tr>
<td>PhD Nursing Research Core (39 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 601</td>
<td>Research Practicum 2</td>
</tr>
<tr>
<td>NURS 613</td>
<td>Knowledge Development in Nursing 3</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Philosophy of Science 3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Research Methods in the Contemporary Empiricist Tradition 3</td>
</tr>
<tr>
<td>NURS 616</td>
<td>Research Methods in the Interpretive Tradition 3</td>
</tr>
<tr>
<td>NURS 620</td>
<td>Ethical Issues in the Responsible Conduct of Research 1</td>
</tr>
<tr>
<td>NURS 621</td>
<td>Critical Appraisal of the Research Literature 3</td>
</tr>
<tr>
<td>NURS 622</td>
<td>Influential Programs of Nursing Research 2</td>
</tr>
<tr>
<td>NURS 623</td>
<td>Evolving Nursing Science 4</td>
</tr>
<tr>
<td>NURS 624A</td>
<td>Integrative Seminar in Nursing Research I 2</td>
</tr>
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<td>NURS 624B</td>
<td>Integrative Seminar in Nursing Research II 2</td>
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<td>Integrative Seminar in Nursing Research III 2</td>
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<td>NURS 654</td>
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</tr>
<tr>
<td>NURS 656</td>
<td>Theoretical Foundations for Nursing Research 3</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Synthesis of Research Literature 3</td>
</tr>
</tbody>
</table>

Research Method (9 credits)

Students select a qualitative or quantitative sequence:

**Qualitative Sequence:**
- NURS 625 Grounded Theory and Ethnographic Approaches to Research in the Interpretive Tradition (3 credits)
- NURS 626 Narrative Approaches to Research in the Interpretive Tradition (3 credits)
- NURS 627 Critical, Feminist and Post-modern Approaches to Research In the Interpretive Tradition (3 credits)

**Quantitative Sequence:**
- NURS 628 Analysis Methods for Quantitative Research: Applied Stats I (3 credits)
- NURS 629 Analysis Methods for Quantitative Research: Applied Stats II (3 credits)
- NURS 630 Analysis Methods for Quantitative Research: Advanced Meas. (3 credits)

Focus Area (9 credits)

- NURS 631 Nursing Science Focus Area: Nursing Education (3 credits)
- NURS 632 Nursing Science Focus Area: Chronic Illness (3 credits)
- NURS 633 Nursing Science Focus Area: Symptom Management (3 credits)
- NURS 634 Nursing Science Focus Area: Health Promotion and Biobehavioral Health (3 credits)

Electives (6 of the 12 credits are specialty course electives, see program of study)

Dissertation Credits 27

Total Credits PhD 118
Postbaccalaureate Doctor of Philosophy and Master of Nursing (MN) Nursing Education in Adult Gerontology

The OHSU School of Nursing currently offers a specialty in Nursing Education in Adult Gerontology. In the next half century, the elderly population in the United States is projected to more than double in size from 31 million to 80 million. Today, Oregon ranks 17th among the 50 states in the percentage of its population over age 65, but in less than 25 years the U.S. Bureau of the Census projects that Oregon will rank 4th. There is a critical need for nurse educators with in depth knowledge of the very complex health care needs of older adults, for teaching pre-licensure nursing students as well as practicing nurses. Students in this specialty will take coursework in health assessment, symptom management and other aspects of care of the older adult, as well as practica in teaching gerontological nursing.

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

Required courses:

<table>
<thead>
<tr>
<th>Core Courses (9 credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 610 Conceptualizing Nursing Practice</td>
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<td>NURS 611 Evaluating Evidence for Nursing Practice</td>
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<td>NURS 612 State of the Science in Clinical Specialty</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>NURS 538/638 Developing Learning Activities Regarding Health Promotion in Older Adults and Their Caregivers (3 credits)</td>
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<td>NURS 539/639 Developing Learning Activities Regarding Health Systems in Care of the Older Adult: Health Promotion (3 credits)</td>
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<tr>
<td>NURS 540 Developing Learning Activities Regarding Common Bariatric Syndromes (3 credits)</td>
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<tr>
<td>NURS 552/652 Understanding and Intervening in Common Mental Health Problems (3 credits)</td>
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<tr>
<td>NURS 725 Management of Symptoms in Adults (3 credits)</td>
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<td>NURS 736 Management of Chronic Illness in Adults (3 credits)</td>
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<tr>
<td>NURS 737 Management of Acute Illness in Adults (3 credits)</td>
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<th>Nursing Education Core (12 credits)</th>
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<tr>
<td>NURS 561/661 Best Practices in Teaching Nursing</td>
<td>4</td>
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<td>NURS 562/662 Learning Assessment in Nursing</td>
<td>2</td>
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<tr>
<td>NURS 564/664 Clinical Teaching</td>
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<tr>
<td>NURS 509AA Practicum in Teaching</td>
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<th>Advanced Practice Nursing Courses (13 credits)</th>
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<tbody>
<tr>
<td>NURS 515A Advanced Pathophysiology I</td>
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<tr>
<td>NURS 515B Advanced Pathophysiology II</td>
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<td>NURS 517 Health Assessment and Physical Diagnosis for Advanced Practice Nursing</td>
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<tr>
<td>NURS 519A Applied Pharmacology I</td>
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<tr>
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<th>PhD Nursing Research Core (39 credits)</th>
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<td>NURS 613 Knowledge Development in Nursing</td>
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<td>NURS 614 Philosophy of Science</td>
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<td>NURS 615 Research Methods in the Contemporary Empiricist Tradition</td>
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<td>NURS 616 Research Methods in the Interpretive Tradition</td>
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<tr>
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<tr>
<td>NURS 621 Critical Appraisal of the Research Literature</td>
<td>3</td>
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<td>NURS 622 Influential Programs of Nursing Research</td>
<td>2</td>
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<tr>
<td>NURS 623 Evolving Nursing Science</td>
<td>4</td>
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<td>NURS 624A Integrative Seminar in Nursing Research I</td>
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<tr>
<td>NURS 624B Integrative Seminar in Nursing Research II</td>
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<td>NURS 654 Research Methods for Examining Health Disparities</td>
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<td>NURS 656 Theoretical Foundations for Nursing Research</td>
<td>3</td>
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<tr>
<td>NURS 657 Synthesis of Research Literature</td>
<td>3</td>
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</table>
Research Method (9 credits)

Students select a qualitative or quantitative sequence:

**Qualitative Sequence:**
- NURS 625 Grounded Theory and Ethnographic Approaches to Research In the Interpretive Tradition (3 credits)
- NURS 626 Narrative Approaches to Research in the Interpretive Tradition In the Interpretive Tradition (3 credits)
- NURS 627 Critical, Feminist and Post-modern Approaches to Research In the Interpretive Tradition (3 credits)

OR

**Quantitative Sequence:**
- NURS 628 Analysis Methods for Quantitative Research: Applied Stats I (3 credits)
- NURS 629 Analysis Methods for Quantitative Research: Applied Stats II (3 credits)
- NURS 630 Analysis Methods for Quantitative Research: Advanced Meas. (3 credits)

**Focus Area (9 credits)**
- NURS 631 Nursing Science Focus Area: Nursing Education (3 credits)
- NURS 632 Nursing Science Focus Area: Chronic Illness (3 credits)
- NURS 633 Nursing Science Focus Area: Symptom Management (3 credits)
- NURS 634 Nursing Science Focus Area: Health Promotion and Biobehavioral Health (3 credits)

**Electives (6 credits)**

**Dissertation Credits**

**Total Credits PhD**
Postbaccalaureate Doctor of Philosophy and Master of Nursing (MN) Nursing Education in Community Health

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

Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.

### Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 610</td>
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<td>NURS 611</td>
<td>Evaluating Evidence for Nursing Practice</td>
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<tr>
<td>NURS 612</td>
<td>State of the Science in Clinical Specialty</td>
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**Community and Public Health Core (22 credits)**

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<td>Primary Health Care and Health Disparities: Social Determinants of Health</td>
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<td>CPH 522/622</td>
<td>Primary Health Care and Health Disparities: Communication and Informatics</td>
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<tr>
<td>CPH 527/627</td>
<td>Epidemiology of Disease</td>
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<tr>
<td>CPH 533/633</td>
<td>Epidemiology of Survey</td>
<td>3</td>
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<tr>
<td>CPH 535</td>
<td>Systems Thinking, Ethics and Professionalism in Public Health</td>
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</tr>
<tr>
<td>CPH 539/639</td>
<td>Concepts of Environmental and Occupational Health</td>
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<tr>
<td>NURS 734</td>
<td>Health Policy</td>
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### Nursing Education Core (12 credits)

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<tr>
<th>Course Code</th>
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<tr>
<td>NURS 561/661</td>
<td>Best Practices in Teaching Nursing</td>
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<td>Learning Assessment in Nursing</td>
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</tr>
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<td>Clinical Teaching</td>
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</tr>
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<td>NURS 509AA</td>
<td>Practicum in Teaching</td>
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### Specialty Core (6 credits)

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<tr>
<td>NURS 509A</td>
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<tr>
<td>CPH 538/638</td>
<td>Public Health Program Evaluation</td>
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### Total Credits MN

49

### PhD Nursing Research Core (39 credits)

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<td>NURS 601</td>
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<td>NURS 613</td>
<td>Knowledge Development in Nursing</td>
<td>3</td>
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<td>NURS 614</td>
<td>Philosophy of Science</td>
<td>3</td>
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<tr>
<td>NURS 615</td>
<td>Research Methods in the Contemporary Empiricist Tradition</td>
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<td>NURS 616</td>
<td>Research Methods in the Interpretive Tradition</td>
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<tr>
<td>NURS 620</td>
<td>Ethical Issues in the Responsible Conduct of Research</td>
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<td>NURS 621</td>
<td>Critical Appraisal of the Research Literature</td>
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<td>NURS 622</td>
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<td>NURS 624A</td>
<td>Integrative Seminar in Nursing Research I</td>
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<td>NURS 624B</td>
<td>Integrative Seminar in Nursing Research II</td>
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<td>NURS 624C</td>
<td>Integrative Seminar in Nursing Research III</td>
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<td>Research Methods for Examining Health Disparities</td>
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<tr>
<td>NURS 656</td>
<td>Theoretical Foundations for Nursing Research</td>
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<tr>
<td>NURS 657</td>
<td>Synthesis of Research Literature</td>
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</table>
Research Method (9 credits)

Students select a qualitative or quantitative sequence:

**Qualitative Sequence:**
NURS 625  Grounded Theory and Ethnographic Approaches to Research In the Interpretive Tradition (3 credits)
NURS 626  Narrative Approaches to Research in the Interpretive Tradition In the Interpretive Tradition (3 credits)
NURS 627  Critical, Feminist and Post-modern Approaches to Research In the Interpretive Tradition (3 credits)

**OR**

**Quantitative Sequence:**
NURS 628  Analysis Methods for Quantitative Research: Applied Stats I (3 credits)
NURS 629  Analysis Methods for Quantitative Research: Applied Stats II (3 credits)
NURS 630  Analysis Methods for Quantitative Research: Advanced Meas. (3 credits)

**Focus Area (9 credits)**
NURS 631  Nursing Science Focus Area: Nursing Education (3 credits)
NURS 632  Nursing Science Focus Area: Chronic Illness (3 credits)
NURS 633  Nursing Science Focus Area: Symptom Management (3 credits)
NURS 634  Nursing Science Focus Area: Health Promotion and Biobehavioral Health (3 credits)

**Electives (6 credits)**

Dissertation Credits  27

**Total Credits PhD**  139
Postbaccalaureate Doctor of Philosophy and Master of Nursing (MN) Nursing Education in Psychiatric Mental Health Nurse Practitioner

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

Required courses:

<table>
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<tr>
<th>Credits</th>
<th>Core Courses (9 credits)</th>
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<tr>
<td></td>
<td>NURS 610 Conceptualizing Nursing Practice 3</td>
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<td>NURS 611 Evaluating Evidence for Nursing Practice 3</td>
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PMHNP Nursing Specialty Courses (12 credits)

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<th>NURS 541 Theories and Systems for Advanced Psychiatric Mental Health Nursing Practice 2</th>
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<td>NURS 544 Human Development in Advanced Nursing Practice 3</td>
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<td></td>
<td>NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult 3</td>
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<td>NURS 574A Psychopharmacology: Adults 4</td>
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Nursing Education Core (12 credits)

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<td>NURS 562/662 Learning Assessment in Nursing 2</td>
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<td>NURS 564/664 Clinical Teaching 3</td>
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Advanced Practice Nursing Courses (13 credits)

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<td>NURS 515B Advanced Pathophysiology II 3</td>
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<td>NURS 517 Health Assessment and Physical Diagnosis for Advanced Practice Nursing 4</td>
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<td>NURS 519A Applied Pharmacology I 3</td>
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Total Credits MN 46

Required courses:

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<td></td>
<td>NURS 601 Research Practicum 2</td>
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Research Method (9 credits)

Students select a qualitative or quantitative sequence:

Qualitative Sequence:

<table>
<thead>
<tr>
<th>Credits</th>
<th>NURS 625 Grounded Theory and Ethnographic Approaches to Research In the Interpretive Tradition (3 credits)</th>
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<tbody>
<tr>
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<td>NURS 627 Critical, Feminist and Post-modern Approaches to Research In the Interpretive Tradition (3 credits)</td>
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OR

Quantitative Sequence:

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<td>NURS 629 Analysis Methods for Quantitative Research: Applied Stats II (3 credits)</td>
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<td>NURS 630 Analysis Methods for Quantitative Research: Advanced Meas. (3 credits)</td>
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DOCTOR OF PHILOSOPHY DEGREES

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<tr>
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<tr>
<td>NURS 631</td>
<td>Nursing Science Focus Area: Nursing Education (3 credits)</td>
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<td>Nursing Science Focus Area: Chronic Illness (3 credits)</td>
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<table>
<thead>
<tr>
<th>Electives (6 credits)</th>
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</thead>
<tbody>
<tr>
<td>Dissertation Credits</td>
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</tbody>
</table>

| Total Credits PhD     | 136 |
**Post-master Doctor of Philosophy**

Scientists and leaders in the discipline, with preparation essential's to assume a faculty position and/or to engage in a program of research. The first year of coursework includes study of knowledge development, philosophy of science, research methods and exploration into significant and evolving programs of research in nursing. At the end of the first year, students choose one of 4 focal areas for research: (1) Nursing Education, (2) Chronic Illness, (3) Symptom Management, Palliative and End of Life Care and (4) Health Promotion and Biobehavioral health (see program of study). The focal areas are based on active research programs in the school—which, in turn, provide students with the opportunity for acquiring experience in all aspects of the research enterprise. For the second year of full-time study, students work with faculty in one of the four focal areas to design a program of study that combines coursework and independent study in the particular focal area and in advanced research methods, as well as research and teaching practica. The third year is focused on dissertation research. The program is distance-friendly, technology-enhanced— meaning that students can complete it without having to move to Portland. Courses combine intensive, face-to-face time (approximately one week per academic quarter), synchronous videoconference and asynchronous online discussions.

*Students who matriculated prior to Fall 2011 please refer to the catalog for the year you began or the transition program of study (POS) that has been developed by you and your advisor.*

**PhD Nursing Research Core (39 credits)**

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<tr>
<td>NURS 623</td>
<td>Evolving Nursing Science</td>
<td>4</td>
</tr>
<tr>
<td>NURS 624A</td>
<td>Integrative Seminar in Nursing Research I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 624B</td>
<td>Integrative Seminar in Nursing Research II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Research Method (9 credits)**

Students select a qualitative or quantitative sequence:

**Qualitative sequence:**

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 628</td>
<td>Analysis Methods for Quantitative Research: Applied Stats I (3 credits)</td>
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</tr>
<tr>
<td>NURS 629</td>
<td>Analysis Methods for Quantitative Research: Applied Stats II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 630</td>
<td>Analysis Methods for Quantitative Research: Advanced Meas. (3 credits)</td>
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**Focus Area (9 credits)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 631</td>
<td>Nursing Science Focus Area: Nursing Education (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 632</td>
<td>Nursing Science Focus Area: Chronic Illness (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 633</td>
<td>Nursing Science Focus Area: Symptom Management (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 634</td>
<td>Nursing Science Focus Area: Health Promotion and Biobehavioral Health (3 credits)</td>
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**Electives (6 credits)**

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>NURS 624C</td>
<td>Integrative Seminar in Nursing Research III</td>
<td>2</td>
</tr>
<tr>
<td>NURS 654</td>
<td>Research Methods for Examining Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 656</td>
<td>Theoretical Foundations for Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Synthesis of Research Literature</td>
<td>3</td>
</tr>
</tbody>
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**Dissertation Credits**

27

**Total Credits PhD**

90
PhD Benchmarks

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

Interim and Terminal Benchmarks

First Year Benchmark: Integrative Review

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

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

Annual PhD Student Evaluation of Academic Progress

The purpose of the Evaluation of Academic Progress is to provide all students feedback on their progression through the PhD program. The faculty believes this is just as important for students who are progressing in an excellent manner as well as for those who have some deficiencies. Final judgment about student status is made by the PhD faculty as a whole. Given the PhD program admits students who are highly qualified, the majority of students will receive satisfactory reviews. The goal of the PhD faculty is for students to receive timely feedback including strengths, limitations and deficiencies that may warrant remediation. In addition, students are encouraged to consult with faculty mentors throughout their doctoral experience to ensure timely and successful completion of the program. The Evaluation of Academic Progress for first and second year students will include the following three elements:

• Student Self-Evaluation,
• Student Curriculum Vita and
• Faculty Evaluation of Student Competencies.

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

Second Year Benchmark: Competitive Research Proposal Benchmark (CRPB)

The purpose of the Competitive Research Proposal Benchmark (CRPB) is for the PhD student to demonstrate understanding and knowledge of a substantive area of nursing with the ability to develop a research plan; to assess a student’s ability to integrate and apply concepts covered in the core courses of the PhD program; and to assess the student’s readiness to proceed with developing the dissertation proposal. Students are required to submit their CRPB after the completion of the core courses. The proposal is due no later than May 31st of the second year for students in the full-time post-master’s program of study and May 31st of the third year for students in the full-time postbaccalaureate or MN/PhD programs of study. Students with part-time programs of study will submit the proposal no later than May 31st of the year in which they complete the core courses (37 credits) of the PhD program of study.

Candidacy Examination

The nature of the oral candidacy examination is to assess the student’s ability to think through and respond to the exam questions and to defend their responses both logically and articulately. In addition, the exam will assess breadth and depth of knowledge in the research field and readiness to conduct dissertation research. The oral candidacy examination is conducted by the dissertation committee, which consists of a minimum of three members. At least two of the committee members, including the chairperson, must be a faculty member in the School of Nursing.
Dissertation Proposal Defense
The dissertation proposal defense provides the dissertation committee an opportunity to examine the research plan and related protocols.

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

PhD Program Competencies
1. Contribute to the advancement of nursing science in a substantive area of research.
2. Engage in scholarship which includes but is not limited to the ability to:
   - Critically evaluate research literature.
   - Synthesize knowledge from multiple studies.
   - Analyze theoretical perspectives and philosophic traditions in research design, identifying and evaluating the underlying assumptions.
   - Make decisions about appropriate research design, drawing on a deep understanding of methods from at least one research tradition.
   - Provide ethical and culturally appropriate safeguards for protection of research participants.
   - Design and carry out a research project which has the potential of both advancing nursing science and establishing a foundation for a program of research.
   - Effectively communicate knowledge to others both verbally and in writing.
3. Provide leadership in the discipline directed toward accessible, high-quality health care, excellent nursing education and translation of research into practice.

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

Research training opportunities are available in areas of faculty expertise. To date, postdoctoral fellowships have been most readily available through the T32 Institutional NRSA research training grants. One training grant is Research in Individual and Family Symptom Management. Individual postdoctoral fellowships can be obtained through the F32 mechanism funded by NINR (see: National Institute of Nursing Research at: ninr.nih.gov/ninr/research/dea/restype.html.

Although these fellowships are typically two years in duration, post doctoral research training can range from three months to three years. Outcomes of training include further development of the fellows 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 member whose area of interest best matches their own and negotiate a possible sponsor relationship.
Undergraduate Course Descriptions

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

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

NRS 309/409 Practicum
2 credits
Prerequisites: None

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

NRS 111/211 Foundations of Nursing in Chronic Illness I
6 credits
This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client and family's "lived experience" of the illness, coupled with clinical practice guidelines and research evidence is used to guide clinical judgments in care to the chronically ill. Roles of multidisciplinary team in care of the chronically ill, and legal aspects of delegations are explored. Through case scenarios, cultural, ethical, health policy and health care delivery system issues are explored in the context of the chronic illness care. Case exemplars include children with asthma, adolescent depression, adult-onset diabetes and older adults with dementia. Includes classroom and clinical learning experiences. (Concurrent with Pathophysiology I and Pharmacology I). (Can follow Foundations of Nursing in Acute Care I).
Prerequisites: NRS 110/210: Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233
NRS 112/212 Foundations of Nursing in Acute Care I  
6 credits  
This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients during an acute episode of disease/illness. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences. (Concurrent with Pathophysiology I/II and Pharmacology I/II) (Can follow Foundations of Nursing in Chronic Illness I).  
Prerequisites: NRS 110/210: Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233

NRS 230 Clinical Pharmacology I  
3 credits  
This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.  
Prerequisites: Anatomy and Physiology sequence; Microbiology

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

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

NRS 233 Pathophysiological Processes II  
3 credits  
This sequel to Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I.  
Prerequisite: NRS 232
NRS 221/321 Foundations of Nursing in Chronic Illness II and End-of-Life
9 credits
This course builds on Foundations of Nursing in Chronic Illness I. The evidence base related to family care giving and symptom management is a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination and autonomy are explored. Complex skills associated with symptom management, negotiating in interdisciplinary teams and the impact of cultural beliefs are included in the context of client and family-centered care. Exemplars include patients with chronic mental illness and well as other chronic conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences. (Can follow Nursing in Acute Care II and End-of-Life).
Prerequisites: Completion of First year of Nursing Curriculum: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232 and NRS 233

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

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

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

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

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

NRS 332 Foundations of Nursing in Acute Care and End-of-Life
12 credits

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

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

NRS 410 Population-Based Care
9 credits

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

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

NRS 410A Population-Based Care: Chronic Illness and Health Promotion
3 credits

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

Prerequisites: Admission to the Baccalaureate Completion program for RNs (RNBS). Prior or concurrent; NRS 411 and NRS 410A

NRS 410B Population-Based Care: Chronic Illness and Health Promotion
6 credits

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

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

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

NRS 412A Leadership and Outcomes Management in Nursing
5 credits (3 credits for Accelerated Baccalaureate Students)
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing leadership influences client care and practice in the larger health care delivery system. Includes classroom and clinical learning experiences.
Prerequisites: Admission to Baccalaureate Completion program for RNs (RNBS) or Accelerated Baccalaureate program. Accelerated baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331.
RNBS traditional: NRS 311 and NRS 312

NRS 412B Leadership and Outcomes Management in Nursing
5 credits (3 credits for Accelerated Baccalaureate Students)
This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing leadership influences client care and practice in the larger health care delivery system. Includes classroom and clinical learning experiences.
Prerequisites: Admission to Baccalaureate Completion program for RNs (RNBS) or Accelerated Baccalaureate program. Accelerated baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331.
RNBS Traditional: prior or concurrent NRS 412A
NRS 424 Integrative Practicum I
9 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary for practice of nursing with a selected population. The experience focuses on complex clinical judgments, interdisciplinary team functioning and leadership, and the development of habits for lifelong learning. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322, NRS 221/321, NRS 410, NRS 411 and NRS 412. Concurrent; 1 Credit NRS 424 A-J.
Note: This course is cross listed as NRS 224 if taken at an OCNE partner community college.

NRS 424A Focus on Community Based Care of Children, Adolescents and Families I
1 credit
This course builds on prior learning in nursing care of children, increasing the students depth of understanding about care of children and their families in community based settings. The selected topics are based on OCNE competencies, identification of common health issues for children and their families, and course outcomes for NRS 424. Topics for this course include recognition and response to child abuse, responding to pediatric emergencies and care of children with developmental disabilities. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424B Focus on Acute Care of Children, Adolescents and Families I
1 credit
This course builds on prior learning in nursing care of children, increasing the student's depth of understanding about care of children and their families in acute care settings. Threaded throughout the course are key concepts of child and family development and family centered care. The selected topics are based on OCNE competencies, identification of common acute health issues for children and their families, and course outcomes for NRS 424. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424C Focus on Community Based Care of Adults, Older Adults and Families I
1 credit
This course builds on prior learning about care of adults, older adults and their families. It provides an opportunity for students to address community care of older adults in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE competencies, course outcomes for 424, and the competencies identified by the American Association of Colleges of Nursing and the John A. Hartford Foundation Institute for Geriatric Nursing (2005). Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424D Focus on Acute Care of Adults, Older Adults and Families I
1 credit
This course builds on prior learning and focuses in detail on prevalent health related problems within the adult and older adult population in acute care. Prevalent problems include sleep disorders/disruptions, problems with eating and feeding, incontinence, confusion, evidence of falls and skin breakdown. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312
NRS 424E Focus on Psychiatric/Mental Health Nursing I
1 credit
This course provides an opportunity for students to address mental health issues in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE mental health competencies, course outcomes for 424 and the competencies identified by the International Society of Psychiatric Nursing for Baccalaureate Nurses (ISPN, 2005). Many of the topics that have been identified are necessary for meeting the current mental health workforce needs.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424F Focus on Nursing Care of Childbearing Families I
1 credit
This course builds on prior learning about care of childbearing families, providing an opportunity for students to address care of families during pregnancy and childbirth in depth, and to apply their learning in the clinical setting. Threaded throughout the course are key concepts of family development and family centered care. The selected topics are based on OCNE competencies, and course outcomes for NRS 424. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424G Focus on Nursing Care of Culturally Diverse Populations I
1 credit
This course builds on prior learning about cultural diversity, and provides the opportunity for the learner to explore in depth the influence of culture on health and illness and nursing practice. The course is aimed at facilitating student discovery of what cultural competence with a social justice focus means for nursing practice and also how it contributes to the well being of society as a whole. The student is expected to explore the present demographics of the state of Oregon, in relation to the clinical practice setting. Students will learn to access professional resources and knowledge about the cultural context of health and illness to develop competence with respect to nursing practice in a multicultural society. An introduction to nursing literature on cultural competence and cultural safety is included. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424H Focus on Rural Populations I
1 credit
This course introduces the learner to concepts of rural health and rural health nursing. The emphasis is on learning the unique aspects of health and disease in rural populations and how these influence nursing practice. Students will learn to access research evidence about health and disease in rural areas and unique approaches to assist people living in rural areas to maintain health and treat health problems. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent; NRS 424, approved if NRS 224/424 has been articulated from community college.
For RNBS students: NRS 311 and 312

NRS 424I Focus on Specialty Nursing Topics through Guided Discovery I
1 credit
This course builds on prior learning about chosen specialty nursing topics, increasing the depth of understanding about a chosen patient population in a health care setting. The selected course topics are based on OCNE competencies, course outcomes for NRS 426, and prevalent problems in the care of individuals, families and populations. This is a student driven course where specialty topics will be chosen by the student and approved by the faculty. The topics will vary according to the clinical placement and interest of the student. Selection of topics will be guided by faculty with students independently exploring pertinent reading. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Admission to Baccalaureate Completion program for RNs (RNBS)
RNBS Traditional students: NRS 311 and 312
NRS 424J Exploration of Specialty Nursing Practice
1 credit
This course builds on prior learning and emphasizes development of in-depth theoretical understanding of a specialty nursing practice. Selection of topics will be guided by faculty, with consideration of information most relevant to the specialty practice and standards of nursing practice in the specialty area. Students, with faculty guidance in article selection, will explore pertinent readings. Teaching-learning activity may occur through on-line sources, face-to-face seminars and clinical learning experiences.
Prerequisites: Concurrent; NRS 424: Integrated Practicum for OCNE Nursing Students. Baccalaureate Completion program for RN student's
For RNBS Traditional students: NRS 311 and 312. Concurrent; NRS 426 or NRS 412A/NRS 412B

NRS 425 Integrative Practicum II
9 credits
A continuation of NRS 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. The course is designed to help the learner in the transition to the work world. Emphasis is on the health care needs of the selected population, and the associated systems and policy issues. Includes seminar and precepted clinical learning experiences.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233; NRS 222/322; NRS 221/321, NRS 410, NRS 411, NRS 412, NRS 424
Concurrent; 1 credit of NRS 425 A-J

NRS 425A Focus on Community Based Care of Children, Adolescents and Families II
1 credit
This course builds on NRS 424A. The selected topics are based on OCNE competencies, identification of common health issues for children and their families, and course outcomes for NRS 425. The course emphasizes care of children with chronic illnesses and their families, child and family group teaching, and the ethical, legal and professional issues in delegation of care. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424A or concurrent. Concurrent; NRS 425
For RNBS Students: NRS 311, 312, 410A and 410B, 411, 412A and 412B

NRS 425B Focus on Acute Care of Children, Adolescents and Families II
1 credit
This course builds on NRS 424B, increasing the student's depth of understanding about care of children and their families in acute care settings. Threaded throughout the course are key concepts of child and family development and family centered care. The selected topics are based on OCNE competencies, identification of common acute health issues for children and their families, and course outcomes for NRS 425. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424B or concurrent. Concurrent; NRS 425
For RNBS Students: NRS 311, 312, 410A and 410B, 411, 412A and 412B

NRS 425C Focus on Community Based Care of Adults, Older Adults and Families II
1 credit
This course builds on prior learning about care of adults, older adults and their families. It provides an opportunity for students to address community care of older adults in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE competencies, course outcomes for 424, and the competencies identified by the American Association of Colleges of Nursing and the John A. Hartford Foundation Institute for Geriatric Nursing (2005). Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424C or concurrent. Concurrent; NRS 425
For RNBS Students: NRS 311, 312, 410A and 410B, 411, 412A and 412B

NRS 425D Focus on Acute Care of Adults, Older Adults and Families II
1 credit
This course builds on NRS 424D. It focuses in detail on three aspects of nursing care in the acute care setting: 1) goals of care 2) continuity of care and 3) transitions of patients from one setting to another. The emphasis is on learning in depth about goals and continuity of care for patients and their families and issues related to patients' transitions between hospital units, other health care settings or their place of living. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424D or concurrent.
Concurrent: NRS 425
For RNBS Students: NRS 311, 312, 410A and 410B, 411, 412A and 412B

NRS 425E Focus on Psychiatric/Mental Health Nursing II
1 credit
This course builds on NRS 424E providing an opportunity for students to address mental health issues in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE mental health competencies, course outcomes for 425, and the competencies identified by the International Society of Psychiatric Nursing for Baccalaureate Nurses (ISPN, 2005). Many of the topics that have been identified are necessary for meeting the current mental health workforce needs.
Prerequisites: NRS 424 and NRS 424E or concurrent.
Concurrent: NRS 425
For RNBS Students: NRS 311, NRS 312, NRS 410A and NRS 410B, NRS 411, NRS 412A and NRS 412B

NRS 425F Focus on Nursing Care of Childbearing Families II
1 credit
This course builds on NRS 424F, increasing the student's depth of understanding about care of families during pregnancy and childbirth. Threaded throughout the course are key concepts of family development and family centered care. The selected topics are based on OCNE competencies, and course outcomes for NRS 425. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424F or concurrent.
Concurrent: NRS 425
For RNBS Students: NRS 311, NRS 312, NRS 410A and NRS 410B, NRS 411, NRS 412A and NRS 412B

NRS 425G Focus on Nursing Care of Culturally Diverse Populations II
1 credit
This course builds on NRS 424G, and provides the opportunity for the learner to explore diversity not just in terms of different opinions but the sharing of life experiences, personal reflection and action. This course introduces the learner to the diversity of individuals, families and communities and the influence of culture on health and illness. The course is aimed at facilitating student discovery of what cultural competence and cultural safety in clinical practice might require.
Students will have an opportunity to explore diverse populations specific to their clinical area. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424G or concurrent.
Concurrent: NRS 425
For RNBS Students: NRS 311, NRS 312, NRS 410A and NRS 410B, NRS 411, NRS 412A and NRS 412B

NRS 425H Focus on Rural Populations II
1 credit
This builds on NRS 424H continuing the focus on the unique aspects of health and disease in rural populations and how these influence nursing practice. Students will learn to access research evidence about health and disease in rural areas and unique approaches to assist people living in rural areas to maintain health and treat health problems. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424H or concurrent.
Concurrent: NRS 425
For RNBS Students: NRS 311, NRS 312, NRS 410A and NRS 410B, NRS 411, NRS 412A and NRS 412B

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

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

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

NRS 435 Integrative Practicum
12 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary for practice of nursing with a selected population. The experience focuses on complex clinical judgments, interdisciplinary team functioning and leadership, and the development of habits for lifelong learning. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience.
Prerequisites: Admission to Accelerated Baccalaureate program. NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, NRS 331, NRS 332, NRS 410, NRS 411, NRS 412A and NRS 412B
Graduate Course Descriptions

Community and Public Health

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

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

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

CPH 510 Research Methods and Evidence-Based Practice
4 credits
The purpose of this course is to enhance students’ abilities to comprehend critique and apply research methodology and research-based evidence. 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. Students will also gain experience in using publicly available databases and displaying data in a variety of formats.
Prerequisites: None

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

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

CPH 522/622 Communication and Informatics
3 credits
This course will examine methods to summarize and synthesize data pertinent to primary health care and health disparities, to analyze and track trends in that data, and then to communicate that data to relevant audiences. Current trends will be described and discussed to examine health indicators among the US population. Emphasis will be placed on techniques for retrieving, organizing and displaying relevant data to track health disparities in US populations. Principles of communicating scientific data to lay audiences will be covered. Database and mapping applications for tracking trends in served populations will be introduced. Database manipulation will be explored by composing and executing query statements and critically evaluating the results.
Prerequisites: None
CPH 523/623 Global Perspectives and Program Development
3 credits
This course will prepare the student to integrate cultural perspectives with primary health care principles in the development of programs addressing health disparities. Current trends will be described and discussed utilizing case study methodology.
Prerequisites: None

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

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

CPH 528 Foundations in Organizational Leadership and Management
3 credits
The purpose of the course is to expose students to concepts and theories of leadership, present leadership challenges from public health practice and discover personal leadership attributes. Content areas will include leadership theory; personal leadership; leadership in organizations; leadership in communities and leadership in research; and diversity and mentoring in leadership. Emphasis will be placed on the application of the course material to real life public health problems and issues in the development of public health careers. Special topics may include futures research, systems thinking, sustainable development and leadership in science.
Prerequisites: None

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

CPH 531/631 The Social Context of Public Health Policy
3 credits
Public health ethics is a weighing and balancing of the needs of the community with the rights of the individual. Therefore, this course will involve both intrareflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they impact policy and ethical practice in public health. The relationship of human rights to health and how human rights cut across law, ethics, policies and advocacy in public health is examined. The role of a human rights perspective will also be addressed as an important part of international health practice.
Prerequisites: None
**CPH 533/633 Epidemiology Survey**  
3 credits  
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in epidemiology. Epidemiology is the fundamental science used by public health professionals to identify, prevent and control health problems in communities. Specifically, epidemiologic methodology is used to investigate and detect how health-related states or events (e.g. disease, unhealthy exposures, etc.) are distributed in populations and what factors or characteristics (“determinants”) influence or determine these distributions. In addition, epidemiology is used to apply study findings to the prevention and control of health problems within populations. This course will begin with a review of basic biostatistics and then will introduce the concepts, principles and methods of epidemiology within relevant sociocultural contexts. We will also learn how to apply epidemiologic methods to answer questions about the distribution of disease, death, disability and risk exposures in populations, as well as those relating to causal relationships between exposures and health outcomes.  
Prerequisites: None

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

**CPH 536/636 Community-Based Participatory Research**  
3 credits  
This course examines Community-Based Participatory Research (CBPR) as a research paradigm to understand and address health disparities at the community level. Review of operating principles includes the central place that communities are accorded as units of identity and as co-equals in research, a process that is perceived by community constituents as not dominated by elitists, an emphasis on long-term commitment by all partners, emphasis on co-learning so that the process flows back and forth, use of exercises that stimulate collective visioning among all partners, incorporation of social ecology approaches as departures for research and practice; use of innovative problem solving approaches; use of multiple methods of data collection. Topics include community theory, development strategies, promising interventions, group development techniques, community diagnosis and capacity assessments.  
Prerequisites: None

**CPH 537/637 Principles of Health Behavior**  
3 credits  
This overview course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, sociocultural and environmental processes that function in the promotion of health and prevention of disease. Theories developed to explain health and illness behaviors at the intrapersonal, interpersonal and group/community levels are introduced and critiqued. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.  
Prerequisites: None

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

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

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

**CPH 621 Social Determinants of Health**
See CPH 521/621

**CPH 622 Communication and Informatics**
See CPH 522/622

**CPH 623 Global Persepctives and Program Development**
See CPH 523/623

**CPH 626 Epidemiology of Aging**
See CPH 626/627

**CPH 627 Epidemiology of Disease**
See CPH 527/627

**CPH 630 Introduction to Biostatistics**
See CPH 530/630

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

**CPH 633 Epidemiology Survey**
See CPH 533/633

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

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

**CPH 637 Principles of Health Behavior**
See CPH 537/637

**CPH 638 Public Health Program Evaluation**
See CPH 538/638

**CPH 639 Environmental and Occupational Health**
See CPH 539/639

**CPH 640 Health Systems Organization**
See CPH 540/640

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

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

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

Prerequisites: NUR 510

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

NURS 506 Special Projects
1-3 credits
Prerequisites: None

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

Prerequisites: None

NURS 507I/607I Selected Topics in Nursing Education
3 credits
This course is offered in conjunction with the annual Northwest Nursing Education Institute. It provides students with the opportunity for in-depth exploration of topics selected for the Institute. Students attend sessions during the Institute, supplemented with a face-to-face and online seminar and independent examination of the research literature related to a selected topic.

Prerequisites: None

NURS 509 Advanced Clinical Practicum
2-12 credits
Course description to be developed between faculty and student taking this clinical practicum. Open number for practicum hours to be counted in program of study for academic credit. Does not replace required practicum in specialty program of study. Used for special situations in which a student requires additional practicum hours to be counted for academic credit.

Prerequisites: None

NURS 509A Practicum in Population Health Management
3 credits
This practicum course develops and refines a student’s competency in managing: a caseload, a population, an educational program or health services. Within one of these contexts, the student takes a role in initiating, managing or sustaining collaborative efforts related to change and improvement of health services. This practicum may be taken for variable credit. In the first part of the term the emphasis is on assessing the organization, identifying how the APN roles are implemented in that organization relative to a specific population, and beginning participation in collaborative change efforts and or strategic planning. In the second part of the term the emphasis is on enactment of the APN role with increased responsibility for collaborative efforts related to a needed change or improvement identified in the first part of the term.

Prerequisites: None

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

Prerequisites: NURS 561/661, NURS 562/662, NURS 564/664 or permission of instructor
NURS 509BA Pharmacological Management Practicum for Clinical Nurse Specialists or Nurse Practitioners Seeking Prescriptive Privileges

1-5 credits (Continuing Education credits refer to the program or OHSU Registrar)

This practicum course focuses on supervised clinical practice in the pharmacological management of individual clients, as well as other learning activities to promote understanding of pharmacological interventions.

Prerequisites: Successful completion of pharmacology, physical assessment and pathophysiology courses meeting OSBN Division 56 requirements. Appropriate specialty-specific prerequisites. Unencumbered Oregon Clinical Nurse Specialist or Nurse Practitioner limited or certificate. Approval of Pharmacological Management Practicum Plan and objectives by OHSU School of Nursing faculty. OSBN limited license for prescriptive practicum. Permission of instructor.

NURS 509C Geriatric Nurse Practitioner Practicum

1-3 credits

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

Prerequisites: NURS 554, NURS 555

NURS 509CA Basic Principles of Anesthesia I Lab

1 credit

This laboratory course is designed to compliment the didactic course, Basic Principles of Anesthesia I, by providing students with hands on experiences in a controlled simulated clinical environment.

Prerequisites: Admission to Nurse Anesthesia program. Concurrent: NURS 531

NURS 509CB Basic Principles of Anesthesia II Lab

1 credit

This laboratory course is designed to compliment the didactic portion Basic Principles of Anesthesia II by providing students with hands on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.

Prerequisites: NURS 509CA, NURS 531 Concurrent: NURS 532

NURS 509CC Advanced Principles of Anesthesia I Lab

1 credit

This laboratory course is designed to complement the didactic portion Advanced Principles of Anesthesia I by providing students with hands on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.

Prerequisites: NURS 509CB, NURS 532 Concurrent: NURS 533

NURS 509CD Advanced Principles of Anesthesia II Lab

2 credits

This laboratory course is designed to complement the didactic portion Advanced Principles of Anesthesia II by providing students with hands on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.

Prerequisites: NURS 509CC, NURS 533 Concurrent: NURS 534

NURS 509CE Advanced Clinical Practicum in Anesthesia I

6 credits

This initial clinical practicum course introduces the student to the practice of nurse anesthesia in the clinical setting. Under direct supervision, students acquire the basic and advanced knowledge and skills that will serve as the foundation for nurse anesthesia clinical practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.

Prerequisites: NURS 509CD, NURS 534 and NURS 537

NURS 509CF Advanced Clinical Practicum in Anesthesia II

12 credits

This second clinical practicum course expands the student's understanding of the practice of nurse anesthesia in the clinical setting. With continual guidance, students apply basic and advanced knowledge and skills necessary for daily nurse anesthesia clinical
practice. Topical seminars utilize evidence-based research to enhance students' nurse anesthesia knowledge development.

Prerequisites: NURS 509CE

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

Prerequisites: NURS 509CF

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

Prerequisites: NURS 509CG

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

Prerequisites: NURS 509CH

NURS 507D Practicum in Nurse-Midwifery Education
2 credits
The course is designed to provide practicum experience in nurse-midwifery education for second year nurse-midwifery students. Students will be given the opportunity, with direct supervision of faculty to develop and present classroom materials, to supervise first year students in selected clinical situations and to develop both classroom and clinical evaluation tools.

Prerequisites: None

NURS 509GG Clinical Practica with Older Adults
1-7 credits
This course provides the potential for clinical placements in students' home communities throughout the year, dependent on appropriate supervision. In addition, clinical intensives will be offered in specialty clinics at the OHSU Portland campus and will provide opportunities for in-depth advanced practice experiences with clients experiencing a variety of conditions, including dementia, depression, frailty, incontinence and end-of-life issues.

Prerequisites: None

NURS 509HS Practicum: Leading Effective Organizations
7 credits
Based on extending the learner's skill set, the student will be advised and guided through a variety of practice settings. The students prior to this course will be assessed based on the MN Program General Competencies, the MN Health Systems and Organizational Leadership Competencies and the Master's Essentials Competencies. Appropriate Leadership settings will be selected to allow the student to complete or extend their competencies.

Prerequisites: Graduate standing

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

Prerequisites: Admission to the PMHNP program and completion of 571A or faculty permission
NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child and Adolescent
1-6 credits per term (4-13 across program) credits

In the collaborative forum of N509KC, students will synthesize the knowledge and skills they acquire throughout their program of study. This synthesis will serve to prepare the student to enact the role of PMHNP in diverse clinical settings with a variety of psychiatric child/adolescent populations. Case presentations will form the basis of instruction, with journal discussions, process recordings/role play and relevant topics infused throughout the term. Students will also discuss general issues that arise in their concurrent clinical placements.

Prerequisites: Admission to the PMHNP program and completion of NURS 571A or faculty permission

NURS 509L Practicum in Antepartum and Postpartum Management
2 credits

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

Prerequisites: NURS 584

NURS 509M Practicum in Nurse-Midwifery Management of the Intrapartum Period
3 credits

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

Prerequisites: NURS 581

NURS 509N Practicum in Nurse-Midwifery Management I
3 credits

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

Prerequisites: NURS 509M

NURS 509O Practicum in Advanced Women's Health Care Management
2 credits

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

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

NURS 509P Practicum in Nurse-Midwifery Management II
3 credits

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

Prerequisites: NURS 509N

NURS 509Q Advanced Practicum in Nurse-Midwifery
9 credits

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

Prerequisites: All mid-wifery course work
NURS 509R Practicum in Family Primary Care Management I
2 credits
Health assessment, health promotion and basic management of common illnesses are addressed in a variety of clinical settings appropriate to the student's population focus. Clinical seminars are used to synthesize theoretical and evidence-based perspectives with clinical aspects of patient care using material from student experiences.
Prerequisites: NURS 517, NURS 518
Concurrent: NURS 520

NURS 509S Practicum in Family Primary Care Management II
3 credits
This course will consist of an assigned clinical experience in a primary care setting under the guidance of an expert preceptor. The expectation for this second practicum will be for students to refine their history, physical exam and differential diagnosis skills related to acute and common chronic problems of children, adults and families. Weekly seminars will facilitate the reflection, synthesis and integration of program course work and clinical experiences.
Prerequisites: NURS 509R. Concurrent: NURS 521A

NURS 509T Practicum in Family Primary Care Management III
6 credits
This course will consist of an assigned clinical experience in a primary care setting under the guidance of an expert preceptor. The expectations for this third practicum will be the continued refinement of history, physical exam and differential diagnosis skills related to acute and chronic health problems of children, adults and families. Emphasis will be placed on the development of clients' management plans. Weekly seminars will facilitate the reflection, synthesis and integration of program course work and clinical experiences.
Prerequisites: NURS 509S. Concurrent: NURS 521B

NURS 509U Practicum in Family Primary Care Management IV
8 credits
Clinical experiences in a primary care setting are required under the guidance of an experienced preceptor. Students refine history, physical exam, differential diagnosis and management skills related to acute and common chronic problems of children, adults and families and further develop these skills with more complicated client presentations. Periodic seminars facilitate reflection, synthesis, and integration of course work and clinical experiences.
Prerequisites: NURS 509T. Concurrent: NURS 521C

NURS 509V Procedures for Advanced Practice Nurses in Primary Care
1-3 credits
This practicum assists advanced practice nurses to develop clinical skills such as suturing, skin biopsy, EKG interpretation, casting/splinting and negotiating electronic medical records.
Prerequisites: Permission of instructor

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

NURS 509X Intrapartum Practicum in Nurse-Midwifery
2 credits
This course provides the less experienced midwifery student with the opportunity to obtain additional intrapartum midwifery management experience prior to entry into the second year of the program of study. The focus will be upon basic management skills, including psychomotor skills and clinical decision making. Semi-weekly clinical seminars will be used to analyze case studies and review clinical experiences. This course is required for students entering the midwifery program without either employment experience as an RN in labor and delivery or previous birth experience as a Direct Entry Midwife.
Prerequisites: NURS 581, NURS 509M
NURS 509Y Primary Care Practicum for Nurse-Midwives
1 credit
This course focuses upon clinical application of content from NURS 585: Primary Care for Nurse Midwives. Students will be assigned to primary care clinical sites with preceptor guidance and faculty supervision. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. This is a required course for midwifery students.
Prerequisites: NURS 515 A and B, NURS 517, NURS 519 A and NURS 519B. Concurrent: NURS 585

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

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

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

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

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

NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing
4 credits
This course focuses on development of clinical decision-making skills in the process of health assessment. The course provides advanced theory in the assessment of an individual within the context of the family, psychosocial-cultural considerations, functional ability and developmental stage. The lab component includes hands-on advanced practice health assessment skills. In addition, students are introduced to appropriate utilization and interpretation of diagnostic tests.
Prerequisites: Concurrent: NURS 518 for some specialties
NURS 518 Reproductive Health Care Management
4 credits
This course focuses upon the application of research, theory and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology. This course provides the basic knowledge and practice essential for the advanced practice nurse in the area of reproductive health. It is required for students in the midwifery and family nurse practitioner programs.
Prerequisites: None

NURS 519A Applied Pharmacology I
3 credits
This foundational course addresses pharmacotherapeutics for advanced nursing practice with children and adults, including pharmacokinetics, pharmacodynamics, and individualization of drug therapy, adverse effects and drug interactions of common drug classes. Outcomes of drug therapy, ethics, approaches to patient adherence and education regarding medication therapy are examined. Oregon State Board of Nursing and federal regulation of prescribing are also included.
Prerequisites: NURS 515A or permission of instructor

NURS 519B Applied Pharmacology II
2 credits
This course builds upon the principles of prescribing by analysis of common drug classes used in advanced practice nursing with adults and children. Factors affecting successful therapy such as effectiveness, safety, acceptability, cost, alternative regimens and patient behavior are analyzed.
Prerequisites: Graduate student status and NURS 519A. Permission of instructor

NURS 520 Family Primary Care Management I
3 credits
This course focuses on clinical decision-making in the assessment and management of simple acute primary care health problems across the lifespan. Application of the process for clinical decision-making (i.e., hypothesis formulation and hypothesis testing) is made using common primary care problems.
Prerequisites: NURS 514, NURS 515A, NURS 517
Concurrent: NURS 509R and NURS 515B

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

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

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

NURS 522 Advanced Practice Nursing Roles and Issues
2 credits
This course examines the components, competencies and scope of practice of advanced practice nursing roles and selected contemporary, societal, legal, system and professional issues pertinent to these roles.
Prerequisites: None
NURS 523 Antepartum/Postpartum Management for FNPs
3 credits
This course focuses on the critical analysis and application of current theory, research and knowledge relevant to the primary management of childbearing families during the antepartum and postpartum periods. Particular attention is given to issues defining populations at greatest risk for adverse obstetrical outcome. Health care needs and beliefs of culturally diverse populations are addressed.
Prerequisites: NURS 517, NURS 518

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

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

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

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

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

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

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

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

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

Prerequisites: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564

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

Prerequisites: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564 or admission to the PhD or DNP programs

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

Prerequisites: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564 or admission to the PhD or DNP programs

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

Prerequisites: Admission to the PMHNP program or permission of instructor

NURS 542 Aging Person and Family: Health Promotion
3 credits
This course will provide the theoretical basis for developing competencies in conducting a comprehensive assessment of the older adult's health status for the purposes of health promotion, health protection and disease prevention. Assessment of the older adult's support systems including family will also be introduced as well as intervention strategies for individuals as well as older adult populations.

Prerequisites: Admission to the post-master's certificate in Advanced Practice Gerontological Nursing or FNP or PMHNP

NURS 543 Understanding and Intervening for Common Geriatric Syndromes
3 credits
This course will provide the theoretical basis for developing competencies related to the diagnostic process, including critical thinking, differential diagnosis and the integration and interpretation of various forms of data. The development of a plan of care, which will stabilize the health status of the older adult, minimizing physical and psychological complications and maximizing health potential, will also be addressed.

Prerequisites: Admission to the post-master's certificate in Advanced Practice Gerontological Nursing or FNP or PMHNP

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

Prerequisites: Graduate standing; NURS 517 or may be concurrent
NURS 546 Health Systems in Care of the Older Adult
3 credits
This course provides an overview of the context surrounding advanced nursing practice with older adults. Issues such as the demographics of aging, attitudes regarding aging, healthy aging, family caregiving, health care delivery systems and their impacts on care coordination and health care transitions, various levels of care for older adults, end of life decisions, economic factors and relevant political policies are examined as they affect the quality of care of older adults. Issues affecting health care delivery to rural versus urban elders as well as other underserved elderly groups will also be addressed.
Prerequisites: Admission to the post-master’s certificate in Advanced Practice Gerontological Nursing or FNP or PMHNP

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

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

NURS 552/652 Understanding and Intervening in Common Mental Health Problems of Elders
3 credits
This course focuses on the major mental health issues faced by older adults and their family caregivers: dementia, delirium, depression. Other mental health issues that affect the older population are also covered, including: substance abuse and issues at end-of-life. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping nurses in research and advanced practice understand the specific dynamics of the older adult’s mental health concerns and develop interventions, programs or research tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings.
Prerequisites: NURS 571B for PMHNP students or permission from faculty for other specialties

NURS 561/661 Best Practices in Teaching Nursing
4 credits
This course emphasizes new advances in the science of learning as applied to performance-based curriculum models and instructional design. Students will review recent research on college teaching and nursing education, and have opportunity to develop basic skills in development of a syllabus, delivering a lecture for active learning and leading class discussions. 4 credits, including laboratory
Prerequisites: None
*For students admitted prior to Fall 2011 please refer to previous catalog.

NURS 562/662 Learning Assessment in Nursing
2 credits
This course introduces approaches, processes and tools that can be used to assess learning especially in a practice discipline. Topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning and to guide performance assessment, construction of paper-and-pencil tests, the use of portfolios and issues in grading achievement.
Prerequisites: None
*For students admitted prior to Fall 2011 please refer to previous catalog.
NURS 563/663 Simulation in Nursing Education
3 credits
Students will be introduced to the theoretical basis for simulation learning as well as a variety of simulation tools. Opportunities to experience and participate in realistic (high fidelity) simulation will be integrated, using scenario development, debriefing and assessment strategies. Emphasis will be placed on simulations that include clinical judgement, teamwork, interdisciplinary communication and resource management.
Prerequisites: One year of graduate course work and permission of instructor

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

NURS 566/666 Nursing Faculty Roles and Responsibilities
1 credit
This course is an exploration of the multiple roles of nursing faculty in research, education and practice. Changes in academic life with the advent of the 21st century, responsibilities inherent in faculty positions in a professional discipline and approaches to balancing demands for new faculty will be explored.
Prerequisites: None

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

NURS 571B Assessment, Diagnosis and Treatment in Advanced Psychiatric Mental Health Nursing: Adult
3 credits
This course focuses on advanced nursing practices of assessment, diagnosis, treatment planning, evaluation and documentation of common mental health problems and the major psychiatric disorders of adulthood. Clinical approaches and methods for assessing and conducting psychiatric evaluations of adults are introduced, with attention to cultural and systems perspectives. Emphasis is placed on the use of the major psychiatric diagnostic taxonomy and criteria, standardized measurement tools, clinical consensus and evidence-based treatment guidelines, and ongoing research in the field. Communication, education, and collaboration with the client’s formal and informal support systems and the interdisciplinary treatment team are also emphasized.
Prerequisites: Admission to PMHNP program or permission of instructor

NURS 572A Advanced Psychiatric Mental Health Nursing Intervention V: Child and Family Therapy
3 credits
This course focuses on family assessment and child, adolescent and family intervention strategies used by advanced practice psychiatric mental health nurses across a range of clinical settings. Theory, research and practice guidelines relevant to clinical processes with children, adolescents and family systems will be emphasized. Diagnostic formulations of family system functioning and clinical formulations of child and adolescent treatment plans are the central focus of this course.
Prerequisites: NURS 571A, acceptance into Graduate PMHNP program or permission of instructor
NURS 572B Advanced Psychiatric Mental Health Nursing Intervention I: Introduction to Individual and Group Psychotherapy with Adults
3 credits
This course provides an overview of individual and group intervention strategies utilized by advanced psychiatric mental health nurse practitioners. The theory, research and practice of the four major forces of psychotherapy – psychodynamic, cognitive-behavioral, humanistic and experiential—will be emphasized. Central to the course will be the therapeutic relationship and clinical formulation of treatment plans appropriate to the patient needs and treatment environment.
Prerequisites: NURS 517, NURS 541, NURS 544, NURS 571B, NURS 574B (or concurrent)

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

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

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

NURS 574A Psychopharmacology: Adults
4 credits
This course provides a foundation in the fundamental concepts of general pharmacology, with an emphasis on the principles and practice of prescribing psychotropic medications. The course examines the basic neuroanatomical and neurophysiological principles that inform neurobiologically-based psychopharmacotherapeutic decision-making. This course will include an introduction to clinical application of psychopharmacological interventions.
Prerequisites: NURS 515A and B or concurrent, NURS 519A or concurrent, NURS 571B and/or permission from instructor

NURS 574B Psychopharmacology: Children and Adolescents
2 credits
This course examines the neurobiological basis and developmental pharmacokinetics for psychopharmacological decision-making with children and adolescents. This course is intended to provide a foundation in child and adolescent psychopharmacology for psychiatric mental health nurse practitioners. Students will analyze current research, guidelines, clinical evidence and clinical assessment data to guide clinical decisions for prescribing and managing psychopharmacological interventions for children and adolescents with a variety of psychiatric illnesses. Issues of informed consent that impact prescribing to children and adolescents will be discussed.
Prerequisites: NURS 515B, NURS 519A, NURS 574A or permission of instructor
NURS 574C Advanced Psychopharmacology: Adults
3 credits
This course builds on the principles that were the focus of NURS 574A. Students will analyze and discuss the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits to which these symptoms can be putatively attributed and practice guidelines with an emphasis placed on interactive learning via case studies. This course will include the prescription of psychopharmacologic agents for adults with persistent, refractory symptoms; treating patients with comorbid substance abuse issues; and other complex clinical situations.
Prerequisites: NURS 574A or permission of instructor

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

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

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

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

NURS 585 Primary Care for Nurse-Midwives
4 credits
This course is designed for graduate students in the nurse-midwifery specialty and focuses upon non-reproductive primary care management in the female population. Diagnostic reasoning is used to differentiate common problems. Management will focus upon minor, acute complaints with appropriate triage and referral of chronic or life-threatening illness. An evidence-based approach to primary care drawing upon theories, research, clinical knowledge and national standards will be used to develop therapeutic plans for common non-reproductive health problems of adolescent and adult women.
Prerequisites: NURS 515 A and B, NURS 517

NURS 588 Advanced Women's Health Care Management
2 credits
This course focuses upon the application of research, theory and knowledge relevant to complex health needs and psychosocial experiences of women in relation to their reproductive physiology.
Prerequisites: NURS 518
NURS 596 Complexity Science Approaches in Leading Academic and Health Services Organizations
3 credits
This course compares and contrasts traditional organizational leadership based on principles of reductionism with those of complexity science approaches, with an emphasis on helping leaders determine how to approach organizational decision-making and change dynamics using both traditions. Using cases from health services and the academy, students will examine Complex Adaptive Systems (CAS) and their attributes on nursing models of care. Special emphasis will be given to organizational decision-making, organizational co-creation and the leadership and management role adaptations necessary to function in dynamical organizations.
Prerequisites: Graduate standing

NURS 597 Creating Sustainable Organizations
3 credits
This course will introduce and examine processes that occur as organizations grow and develop in an ever-changing and challenging health care system. Sustainable organizations will be examined through the lens of patterns found in nature and how people are the center of sustainability. Leaders have a social mission to develop and support people in CAS during growth and development of the organization. The organic nature of sustainability will be examined using the Ecological Model where we can see: connectedness, rhythm, balance, acceptance, openness and simplicity. Leaders will find with this new lens that the fiscal mission of organizations can be served with new ways of behaving for interdependence.
Prerequisites: Graduate standing

NURS 598 Managing Human Capital
3 credits
This course addresses the complexities of managing human capital needed in leveraging a changing workforce. From regulatory requirements that influence human behavior, to analyzing workforce demographics and generational dynamics, to issues surrounding talent management and accelerating knowledge transfer and leadership development, major concepts will be applied to group case studies. Recruitment, retention, accommodation and talent management are studied in the context of relationship-based leadership, healthy work environments and organizational culture.
Prerequisites: Graduate standing

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

NURS 603 Doctoral Dissertation
1-9 credits
The development and conduct of dissertation research.
Prerequisites: Completion of doctoral course work and approval by dissertation chair

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

NURS 607B Pre-Dissertation Seminar: Research in Individual and Family Symptom Management
1 credit
This doctoral seminar provides a forum for scholarly exchange to facilitate the synthesis and integration of doctoral course work and experience in the conduct of research. The emphasis is on research on individual and family symptom management. The seminar will provide all students with the opportunity for the review and critique of scholarly work in process.
Prerequisites: May be concurrent with first- and second-year courses

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

Prerequisites: Approved dissertation proposal or permission of instructor during quarter of dissertation proposal defense.

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

Prerequisites: Approved dissertation proposal or permission of instructor during quarter of dissertation proposal defense.

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

Prerequisites: Enrollment in the doctoral program.

**NURS 607H Selected Topics in Nursing**
3 credits, offered one credit any term credits
This course introduces students to concepts underlying new competencies and research. Students and faculty negotiate a set of relevant concepts for the seminar for a given term.

Prerequisites: None.
NURS 614 Philosophy of Science
3 credits
This course will provide an overview of four 20th century philosophies of science including empiricist, interpretive, critical and post-modern world views. The ontological, epistemological and methodological assumptions of each major approach to scientific inquiry will be reviewed and critiqued. The overall goal of the course is to provide students with an introductory understanding of these world views and to identify the philosophical underpinnings of various approaches to theory and knowledge development in nursing science.
Prerequisites: NURS 613

NURS 615 Research Methods in the Contemporary Empiricist Tradition
3 credits
This course builds on earlier coursework by showing how theoretical concepts and relationships can be studied using experimental or descriptive research designs appropriate for answering empirical research questions or testing hypotheses. Students will learn how to construct research questions and hypotheses, consider types of designs, refine and define concepts, select valid and reliable measures, and manage study procedures related to recruiting and retaining participants, and collecting data. Included are methodological rigor and ethical concerns.
Prerequisites: None

NURS 616 Research Methods in Interpretive Tradition
3 credits
This is an introductory and overview course on methods used in the interpretive tradition. Philosophical assumptions and theoretical perspectives underlying interpretive research methods will be explored. Specific content will include general methods of interpretive qualitative design, methodological rigor and ethical concerns. An overview of various methodologies will be introduced, including Grounded Theory, Phenomenology including both Hermeneutic and Husserlian Phenomenology, Narrative Analysis, Ethnography and Qualitative Description, but Grounded Theory will be used as the exemplar for learning basic data collection and analysis techniques. Experiential exercises, such as writing research questions, justifying the need for qualitative data, writing a justification for a specific methodological approach, collecting (interviewing, observation) transcribing and analyzing data and identifying criteria used for methodological rigor will be required.
Prerequisites: None

NURS 616B Qualitative Methods, II
3 credits
In this advanced course on qualitative research methods, students will analyze specific modes of inquiry, including Grounded Theory, Phenomenology, Hermeneutics, Participatory Action Research, Narrative Analysis, Ethnography and Qualitative Description. Additional advanced content includes evaluating qualitative research and introducing contemporary issues related to qualitative research.
Prerequisites: NURS616A

NURS 617B Statistics II
3 credits
The course focuses on the principles of correlation and regression. The course is designed to provide the skills necessary to perform the interpret regression-related analyses and will introduce students to the approaches of correlation, simple linear regression, multiple regression, mediator and moderator models, and logistic regression.
Prerequisites: NURS 617A

NURS 618 Advanced Measurement
3 credits
This course focuses on the testing aspects of measurement, with particular emphasis on factor analysis. The course is designed to provide the skills necessary to perform and interpret reliability and validity analyses, item analysis and factor analysis. Students will be introduced to the types of reliability and validity, different approaches to factor analysis and an overview of confirmatory factor analysis.
Prerequisites: NURS 610A, NURS 610B, NURS 617A, NURS 617B

NURS 620 Ethical Issues in the Responsible Conduct of Research
1 credit
This course will build on ethics issues discussed in prior courses by providing in-depth face-to-face discussion of case studies of actual research dilemmas and didactic instruction in the ethical and regulatory issues that form a foundation for the responsible conduct of research. Topics will include conflict of interest, issues and policies related to human subjects, IRB oversight of research, scientific misconduct and contemporary ethical issues in biomedical research. Ethical issues surrounding mentor/mentee responsibilities, peer review and responsible authorship and publication will also be covered.
Prerequisites: None
NURS 621 Critical Appraisal of the Research Literature
3 credits
This course builds on earlier course work in knowledge development and concurrent courses in research methods by providing students with tools to access and evaluate research literature. Students will acquire skills in literature appraisal by reading and critiquing published research reports to identify design and methodological strengths and weaknesses of studies in a variety of substantive areas and with a variety of methodological approaches. Appraisal skills developed in this course will provide a foundation for a subsequent course in synthesizing the literature in a specific substantive area.
Prerequisites: None

NURS 622 Influential Programs of Nursing Research
2 credits
This course builds students’ developing knowledge of philosophy, theory, knowledge development, nursing practice, research methods and the interrelationships among them as they study selected programs of nursing research. Influential published programs of research in nursing will be selected as paradigms to demonstrate how research programs develop, build science in an area of knowledge, improve health of individuals or populations, and influence nursing practice, knowledge development, interdisciplinary/interprofessional collaboration, health policy. The Interrelationships among nursing theory, research and practice and those of other disciplines will be explored. Implications for interdisciplinary/interprofessional and team science are included.
Prerequisites: None

NURS 623 Evolving Nursing Science
4 credits
This course provides for further development of students’ own research foci through discussion of nursing and cross-disciplinary programs of research at OHSU. Students will have opportunities to meet with and discuss issues with researchers conducting ongoing research. Philosphic, methodological, ethical and policy implications of research programs will be emphasized. Students will have an opportunity to examine linkages between their own emerging research interests and the ongoing research at OHSU, and to hear from and about interdisciplinary/interprofessional and team science.
Prerequisites: None

NURS 624A Integrative Seminar in Nursing Research I
2 credits
The integrative seminar provides a forum to integrate theory, methods, synthesis of prior literature and knowledge gained in PhD course work to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. The seminar will emphasize scholarly exchange and learning regarding the design, revision and critique of independent research projects using a variety of methods and approaches, as well as ethics and policy implications.
Prerequisites: None

NURS 624B Integrative Seminar in Nursing Research II
2 credits
The integrative seminar provides a forum to integrate theory, methods, synthesis of prior literature and knowledge gained in PhD course work to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. The seminar will emphasize scholarly exchange and learning regarding the design, revision and critique of independent research projects using a variety of methods and approaches, as well as ethics and policy implications.
Prerequisites: None

NURS 624C Integrative Seminar in Nursing Research III
2 credits
The integrative seminar provides a forum to integrate theory, methods, synthesis of prior literature and knowledge gained in PhD course work to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. The seminar will emphasize scholarly exchange and learning regarding the design, revision and critique of independent research projects using a variety of methods and approaches, as well as ethics and policy implications.
Prerequisites: None
NURS 625 Grounded Theory and Ethnographic Approaches to Research in the Interpretive Tradition
3 credits
In this advanced course on qualitative research methods, students will demonstrate an in-depth understanding of issues related to design, sampling, recruitment, data collection, analysis, ethics and evaluation specific to Grounded Theory and Ethnography. Students will critically evaluate the theoretical and philosophical assumptions and analyze the historical development of each approach and their utility in the development of nursing knowledge. Students will demonstrate knowledge of evaluation and critique in relation to issues of methodological rigor of these research methodologies. In-depth data collection and analysis experiential exercises in the area of the student's research area/dissertation will play a prominent role in the course. Contemporary issues related to these approaches, such as qualitative meta-synthesis, mixed interpretive methodologies (i.e., feminist grounded theory, critical ethnography) and use of these approaches with contemporary empiricist methods will be explored.
Prerequisites: None

NURS 626 Narrative Approaches to Research in the Interpretive Tradition
3 credits
In this advanced course on qualitative research methods, students will demonstrate an in-depth understanding of issues related to design, sampling, recruitment, data collection, analysis, ethics and evaluation specific to Hermeneutics and Narrative Analysis. Students will critically evaluate the theoretical and philosophical assumptions and analyze the historical development of each approach and their implications in the development of nursing knowledge. Students will demonstrate knowledge of evaluation and critique in relation to issues of methodological rigor of these research methodologies. In-depth data collection and analysis experiential exercises in the area of the student's research area/dissertation will play a prominent role in the course. Contemporary issues related to these approaches, such as differences between transcendental phenomenology and hermeneutics, mixed interpretive methodologies (i.e., critical hermeneutics, interpretive interactionism) will be explored.
Prerequisites: None

NURS 627 Critical, Feminist and Post-modern Approaches to Research in the Interpretive Tradition
3 credits
In this advanced course on qualitative research methods, students will demonstrate an in-depth understanding of issues related to design, sampling, recruitment, data collection, analysis, ethics and evaluation specific to critical, feminist and Post-modern methodologies. Students will critically evaluate the theoretical and philosophical assumptions and analyze the historical development of each approach and their implications in the development of nursing knowledge. Students will demonstrate knowledge of evaluation and critique in relation to issues of methodological rigor of these research methodologies. In-depth data collection and analysis experiential exercises in the area of the student's research area/dissertation will play a prominent role in the course. Contemporary issues related to these approaches, such as differences between post-modernism and post-structuralism, current hegemonic research practices and research as a moral imperative will be explored. In addition, the quarter will end with a synthesis of the knowledge gained from delving into the interpretive tradition and its implications for furthering nursing knowledge.
Prerequisites: None

3 credits
In this advanced course on quantitative methods and analysis, students will build on earlier courses in knowledge development and quantitative research design by developing a conceptual understanding of statistical analysis and interpretation required for descriptive research and hypothesis testing. Students will develop skills in descriptive and inferential statistical analysis, power analysis for determining sample size and statistical strategies appropriate for answering research questions for particular sample characteristics, study designs and types of data. Parametric and non-parametric statistics, such as t-tests, chi-square and analysis of variance will be covered in depth and students will engage in analysis and interpretation using SPSS and/or Stata software and data provided in the course. The link between quantitative research methodologies and statistical strategies will be emphasized, with a focus on conceptual understanding and application of statistical methods without complex mathematics or calculations.
Prerequisites: None
NURS 629 Analysis Methods for Quantitative Research: Applied Statistics II
3 credits
In this advanced course on quantitative methods and analysis, students will develop a conceptual understanding of the rationale, methods, analysis and interpretation of research studies designed to test hypotheses about the relationships between and among variables. Students will learn skills in statistical methods, such as correlation and regression, using SPSS software and multivariate datasets. The appropriate use of multivariate statistics in quantitative research designs, the underlying assumptions guiding the selection of analytic strategies, and accurate interpretation of statistical analysis will be emphasized. The focus of the course is on conceptual understanding and application of multivariate statistical models and the relationships among research question, study design, sample size, type of data, statistical analysis and interpretation of findings.
Prerequisites: None

NURS 630 Analysis Methods for Quantitative Research: Advanced Measurement
3 credits
In this advanced course on quantitative methods, students will learn the theories and psychometric assumptions integral to selecting and developing measurement instruments to assess phenomena in quantitative research studies. Students will acquire in-depth understanding of three approaches to reliability including Classical Test Theory, Generalizability Theory, and Item Response Theory, and the applicability of these approaches to interpreting measurement of phenomena in different populations and for different purposes. Students will learn to evaluate items, examine and interpret reliability and select approaches to establish validity of measures, including content, criterion-related and construct validity. Statistical approaches to validity that will be covered include exploratory and confirmatory factor analysis and multi-trait/multi-method matrices. Students will develop skills in development of measurement instruments in addition to strategies to select existing measures appropriate for different research questions, study procedures, sample characteristics, statistical analysis and intended outcomes.
Prerequisites: None

NURS 631 Nursing Science Focus Area: Nursing Education
3 credits
Students will negotiate to work with team of investigators who have expertise and current or prior funded research. Students will negotiate to join a team at the conclusion of year 1. The team will guide the student toward developing a research proposal and all that it requires, which may include independent study into the body of research surrounding a substantive research area; development of competencies required to carry out the proposed dissertation study (e.g. data collection, management and analysis techniques); conduct of pilot studies as necessary; selection of additional coursework that will support the area of investigation, and participation in relevant opportunities such as participation in journal clubs, attendance at lectures or presenting at conferences.
Prerequisites: None

NURS 632 Nursing Science Focus Area: Chronic Illness
3 credits
Students will negotiate to work with a team of investigators who have expertise and current or prior funded research. Students will negotiate to join a team at the conclusion of year 1. The team will guide the student toward developing a research proposal and all that it requires, which may include independent study into the body of research surrounding a substantive research area; development of competencies required to carry out the proposed dissertation study (e.g. data collection, management and analysis techniques); conduct of pilot studies as necessary; selection of additional coursework that will support the area of investigation, and participation in relevant opportunities such as participation in journal clubs, attendance at lectures or presenting at conferences.
Prerequisites: None

NURS 633 Nursing Science Focus Area: Symptom Management
3 credits
Students will negotiate to work with team of investigators who have expertise and current or prior funded research. Students will negotiate to join a team at the conclusion of year 1. The team will guide the student toward developing a research proposal and all that it requires, which may include independent study into the body of research surrounding a substantive research area; development of competencies...
**NURS 634 Nursing Science Focus Area: Health Promotion and Biobehavioral Health**

3 credits

Students will negotiate to work with a team of investigators who have expertise and current or prior funded research. Students will negotiate to join a team at the conclusion of year 1. The team will guide the student toward developing a research proposal and all that it requires, which may include independent study into the body of research surrounding a substantive research area; development of competencies required to carry out the proposed dissertation study (e.g., data collection, management and analysis techniques); conduct of pilot studies as necessary; selection of additional coursework that will support the area of investigation, and participation in relevant opportunities such as participation in journal clubs, attendance at lectures or presenting at conferences.

Prerequisites: None

**NURS 643 Theoretical and Methodological Approaches in the Study of Family Health and Illness across the Life Span**

3 credits

This course focuses on the study of the family's central role in promoting health and preventing illness of members, and in providing care to ill family members. Health and social policies shaping the family's role in health and illness will be examined. Research with families and their children and families and older persons will be included.

Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B may be concurrent

**NURS 652 Understanding and Intervening in Common Mental Health Problems of Elders**

See NURS 552/652

**NURS 654 Research Methods for Examining Health Disparities**

3 credits

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

Prerequisites: None

**NURS 656 Theoretical Foundations for Nursing Research**

3 credits

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

Prerequisites: NURS 614

**NURS 657 Synthesis of Research Literature**

3 credits

This course provides strategies for finding, organizing and using scientific literature to develop a logical foundation for a student's research study or program of research. Students will learn to effectively use electronic tools to conduct thorough searches for published studies pertinent to their own research areas of interest, how to identify weaknesses in earlier studies, and how to organize and synthesize the knowledge base to reveal patterns and gaps that lead to new research questions.

Prerequisites: None
**NURS 661 Best Practices in Teaching Nursing**  
4 credits  
See NURS 561/661

**NURS 662 Learning Assessment in Nursing**  
2 credits  
See NURS 562/662

**NURS 663 Simulation in Nursing Education**  
See NURS 563/663

**NURS 664 Clinical Teaching**  
See NURS 564/664

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

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

**NURS 701 Context and Systems of Care**  
3 credits  
This course will provide the foundations to evaluate health care policy and the intended and unintended health outcomes. Leadership components of the professional role in health systems and autonomous practice are examined. Current knowledge of the organization and financing of patient care and health systems will be introduced.  
Prerequisites: Postbac: Completion of first year courses. Post-master’s: NURS 700

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

**NURS 703 Clinical Inquiry**  
6 credits  
Students independently conduct a clinical inquiry project within the advanced practice specialty. The project is developed within the context of the students’ clinical residency experience and requires students to integrate delivery and evaluation of practice.  
Prerequisites: NURS 510 or equivalent, NURS 711, NURS 713, NURS 714 (or concurrent). Concurrent: NURS 790

**NURS 705 Reading and Conference**  
1-9 Credits  
The reading and conference provides an opportunity for an in depth review and synthesis of a specified body of literature under the guidance of a faculty of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student’s program of study.  
Prerequisites: Permission of instructor and approval by academic adviser or dissertation committee chair

**NURS 709BA Clinical Nurse Specialist Practicum I**  
2 credits  
This course focuses on health promotion or disease prevention interventions for the student’s chosen specialty population. Working with the preceptor and faculty, students begin to develop CNS competencies in improving health promotion or disease prevention outcomes for individuals or populations.  
Prerequisites: NURS 711, NURS 517, CPH 537 (or concurrent)
NURS 709BB Clinical Nurse Specialist Practicum II
3 credits
This course focuses on clinical management of individual clients in the student's chosen specialty population. Working with the preceptor and faculty, students begin to develop CNS competencies in managing a caseload of clients.
Prerequisites: NURS 711, NURS 510 (or concurrent), NURS 515A, NURS 515B, NURS 517, NURS 519A, NURS 709BA, NURS 725 (or concurrent), NURS 736, NURS 737 (or concurrent)

NURS 709BC Clinical Nurse Specialist Practicum III
6 credits
This course focuses on clinical management of complex clients in the student's chosen specialty population. Working with the preceptor and faculty, students continue to develop CNS competencies in managing a caseload of complex clients.
Prerequisites: NURS 711, NURS 510, NURS 515A, NURS 515B, NURS 517, NURS 519A, NURS 519B, NURS 709BA, NURS 709BB, NURS 725, NURS 736 (or concurrent) and NURS 737

NURS 709BD Clinical Nurse Specialist Practicum IV
6 credits
This course focuses on refinement of competencies in the three spheres of CNS influence: patient/client, nurses and nursing practice, organization/system. Working with the preceptor and faculty, students develop consultation and interprofessional collaboration skills with an emphasis on improving clinical outcomes for the student's specialty population.
Prerequisites: NURS 711, NURS 510, NURS 515A, NURS 515B, NURS 517, NURS 519A, NURS 519B, NURS 709BA, NURS 709BB, NURS 725, NURS 736, NURS 737 and CPH 537

NURS 713 Evaluating Evidence for Advanced Nursing Practice
3 credits
This course provides a framework for applying evidence to clinical practice. Students locate, critically evaluate and synthesize evidence from qualitative and quantitative studies used for decision-making in advanced practice. Approaches to quality/practice improvement, program evaluation and translating research into practice are presented.
Prerequisites: Graduate standing

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

NURS 715 Methods of Clinical Inquiry
3 credits
Strategies for selecting clinical inquiry designs and analyzes for answering practice questions are applied to students selected inquiry questions. Students analyze and interpret qualitative and quantitative data.
Prerequisites: NURS 703

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

NURS 719 Transitional Care
3 credits
This course examines models, key elements and the evidence base for transitional care with selected specialties of adults and older adults. This course provides the basis for implementing the transitional care role in concurrent and future practicum courses.
Prerequisites: None

NURS 721 Genomics in Health Care
2 credits
The course reviews and analyzes genetic influences and determinants affecting the health of individuals, families and communities. Social, political, legal and ethical factors will be examined. Application to health care practice is stressed.
Prerequisites: None
NURS 725 Management of Symptoms and Functional Problems in Adults
3 credits
This course focuses on the enhancement of health and diagnosis and treatment of symptoms and functional health problems of adults with complex physical illness. The chronic illness trajectory framework guides consideration of the acute and chronic illness experiences of clients and their families.
Prerequisites: None

NURS 733 Health Systems: Organization and Change
3 credits
This course provides a critical examination of the organization of health care systems at national, regional, state and local levels. Organizational change affecting health care delivery is explored from a systems perspective.
Prerequisites: None

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

NURS 735 Applied Health Care Economics and Finance
2 credits
This course is an introduction to the macroeconomic level of health care financing, the organizational elements of financial management and the microeconomics of health care and the practitioner's own clinical practice.
Prerequisites: NURS 701, NURS 733

NURS 736 Management of Chronic Illness in Adults
3 credits
This course focuses on the chronic illness experience of adults and their families. It is the first 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. Principles of clinical management of common chronic illnesses are reviewed with emphasis on evidence-based practice. Approaches to self-management of chronic illness are discussed. The chronic illness trajectory framework guides consideration of the chronic illness experiences of adults and their families.
Prerequisites: None

NURS 737 Management of Acute Illness in Adults
3 credits
This course focuses on the acute illness experience of adults and their families. It 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. Principles of clinical management of common acute illnesses and clinical problems are reviewed with emphasis on evidence-based practice. The illness trajectory framework guides consideration of the acute illness experiences of adults and their families.
Prerequisites: None

NURS 740 Urgent and Emergent Rural Primary Care Management for Nurse Practitioners
3 credits
This course addresses the assessment and management of urgent and emergent patient conditions commonly encountered by advanced practice nurses in rural primary care settings. Implications of urgent/emergent primary care in rural health systems will be included.
Prerequisites: NURS 509R, NURS 509S, NURS 509T, NURS 509U, NURS 509V, NURS 520, NURS 521A, NURS 521B, NURS 521C or admission to DNP Rural-track or permission of the faculty

NURS 741 Rural Health Care Delivery for Advanced Practice Nurses
3 credits
This course addresses concepts and issues affecting advanced practice nurses in rural areas. Rural culture, reimbursement issues and policies that shape practice are analyzed. The course helps inform nurses with advanced preparation to deliver complex and comprehensive care in rural areas where resources may be limited. A culture promoting safety and quality is emphasized.
Prerequisites: NURS 515B, NURS 517, NURS 712, NURS 733 or permission of faculty of record
NURS 742 Rural Mental Health for the Psychiatric/Mental Health Nurse Practitioner
3 credits
This course explores issues in providing mental health care across the lifespan to populations residing in rural areas of the US. The epidemiology of mental health and illness in rural areas will be examined, focusing on how this affects the mental health care provider role. Role adaptations, treating urgent and emergent conditions and leadership opportunities will be analyzed with an emphasis on professional interdisciplinary collaboration and working in integrated health care systems.
Prerequisites: NURS 515B, NURS 517, NURS 712, NURS 733 or permission of faculty of record

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

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**Academic Calendar**

Refer to OHSU Registrar’s Office at [www.ohsu.edu/registrar](http://www.ohsu.edu/registrar) or page 143 of this document

**Academic Advising and Records**

Advisors counsel students regarding curriculum, career options, letters of recommendation and other matters of student concern. All students are encouraged to seek assistance from their advisors regarding any academic or professional concerns. Either the student or the advisor may request a change in the advisor assignment by notifying the appropriate Administrative Director on each campus.

All undergraduate students are assigned faculty advisors at the time of matriculation and should schedule an initial appointment before registration for their first term. Ashland, Klamath Falls, La Grande and Portland campus undergraduate students are assigned faculty advisors at the time of matriculation. A team advising approach is used for undergraduate students in Portland and Monmouth.

Baccalaureate completion for RNs students are primarily advised by one of three regional advisors depending on the students’ geographical location. Students typically use e-mail and telephone in communicating with their advisor. The program director is also available for academic advising.

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**General Contact Information**

Student Affairs: 503 494-7725  
E-mail: sn-affrs@ohsu.edu  
[www.ohsu.edu/son](http://www.ohsu.edu/son)

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

Students in the School of Nursing have access to their academic records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the OHSU Board of Directors. Current student advising and progression records are housed in the program offices of the School of Nursing on each campus. Students may contact their advisor or the staff person in their administrative office to conduct a record review. Students may request copies of materials from their student file. Official academic records are maintained and stored by the OHSU Registrar. Questions about advising assignments or issues with advising can be sent to the Assistant Dean of Student Affairs.

**Academic Petition**

Students requesting a course waiver or credit transfer must complete the School of Nursing Academic Petition. This form can be located on the Student Forms webpage [www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/student-forms.cfm](http://www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/student-forms.cfm). For details about maximum number of credits allowed for course waiver or transfer, see the Progression section of this document.

**Catalog Rights**

The OHSU School of Nursing issues a new catalog every year and the degree requirements for programs may change from one catalog to the next. Degree candidates are responsible for meeting OHSU School of Nursing graduation requirements stated in the Catalog for the academic year in which they are admitted. Students who interrupt their enrollment at OHSU for one calendar year or longer must meet the graduation requirements printed in the catalog at the time of re-enrollment.

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

Although catalog rights maintain student degree requirements, they do not shield students from changes in prerequisites in a given course or changes in School of Nursing conduct or academic standards policies. Prerequisites that students must follow are those stated in course descriptions in the current catalog. The only exceptions to this are in cases in which the addition of course prerequisites also increases the number of units required in the degree. In these cases, students are encouraged to meet current course prerequisites, but are not required to do so.

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

**Clinical Experience in Place of Employment**

Students who are employed by the site where they are assigned for clinical experience must notify the faculty of record as soon as the dual use is known. If the student is placed in an agency in which (s)he works, then the faculty of record and the student discuss the potential conflict areas and work to clarify the student role expectations vs. employee role expectations; and course expectations and the role of the student with the student's employer and clarify any areas of potential role conflict. In all cases where students are placed within their place of employment, clinical preceptors will not be their direct supervisors for their employee position.

**Code of Conduct**

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

**Course and Teaching Effectiveness Evaluations**

The School of Nursing relies on timely and accurate feedback from student course evaluations to maintain continuous improvement. This data is used in faculty promotion and tenure reviews and in decisions about future course assignments.

Course evaluations are completed online and anonymously. Students will be notified when evaluations are open each term.

**Credit Hour Ratio**

All didactic (classroom) courses taught in the School of Nursing will have a 50 minute hour for each course credit. This is the baseline for a 1:1 ratio. Clinical course ratios vary by level and specialty (see below).
• Undergraduate Clinical: 3:1 (3 hours for 1 clinical credit)
• Graduate Clinical: 4:1 (4 hours to 1 clinical credit)

English Language Learner Support

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

Grading System

The School of Nursing grading system for official grade reports includes:

4.0 = Exceptional
3.0 = Superior
2.0 = Average
0.0 = Failure

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

Each academic program has a specified number of credits applied towards the degree that must be taken for a grade. Pass/No Pass marks in courses are not considered to be graded.

- Baccalaureate Completion: All nursing courses required in the major except NRS 210B, NRS 424A-H and NRS 425 A-H.
- Bachelor Completion (RNBS): Minimum 28 credits
- Postbaccalaureate Certificate: All courses must be graded
- Master's: All courses must be graded with the exception of NURS 503
- Post-master's Certificate: All courses must be graded
- DNP: All courses must be graded with the exception of NURS 703 and 790
- PhD: All courses in the required program of study must be taken for a grade except NURS 601, 607B, 607E, 607DA, 607DB or 603. Students may take a maximum of 6 elective credits pass/no pass. Exceptions may be made on a case by case basis if the elective courses are only offered pass/no pass.

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

The OHSU School of Nursing (SoN) non-graded marking system follows:

Withdraws: Student decisions regarding withdrawal must occur before the final examinations in theory courses and prior to grade assignments in clinical courses. If clinical course work is completed but final evaluation has not been given, the student may not withdraw because the entire grade has been earned. In this situation, the grade earned must be recorded. If a student withdraws from an intensive format course prior to the final examination or course grade assignment, the student will receive a W. Students may request a withdrawal after the 5th week of the term without a W-S or W-U for hardship reasons. This request must be initiated by the student to the administrative or program director. If approved, the administrative or program directors coordinates that request with the OHSU Registrar.

- Withdraw (W): If a student withdraws prior to the mid-point of the term, the student will receive a W. Refer to the OHSU Academic Calendar for official dates.
- Withdraw-Satisfactory (W-S): When a student withdraws from a course after the mid-point of the term but any time prior to the final examination or course grade assignment, the grade recorded on the transcript will be a W-S if the student's work is satisfactory at the time of withdrawal. Students must exercise their W-S option before final examinations in theory courses and prior to grade assignments in clinical courses. If clinical course work is completed but final evaluation has not been given, the student may not withdraw because the entire grade has been earned. Refer to the OHSU Academic Calendar for official dates.
- Withdraw-Unsatisfactory (W-U): When a student withdraws from a course after the mid-point of the term but any time prior to the final examination or course grade assignment, the grade recorded on the transcript will be a W-U if the student's work is unsatisfactory at the time of withdrawal. Although a W-U is not calculated in the grade point average, it...
will be interpreted as a failing grade for progression purposes. Repetition of a course, after failure to pass or a W-U, will be allowed one time as long as criteria for dismissal are not met. If clinical course work is completed but final evaluation has not been given, the student may not withdraw because the grade has been earned. Refer to the OHSU Academic Calendar for official dates.

**Incomplete (I):** When the quality of work is satisfactory, but some requirement of the course has not been completed, a Report of Incomplete Grade may be made and additional time granted. An I indicates the student has completed a major portion of the work in the course in a satisfactory manner but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed. Incomplete grades are not used to give students an opportunity to avoid a lower or failing grade. Students are expected to contract with the faculty to remove the grade as soon as possible. If an I is not removed as contracted, the faculty member will convert the I to the contracted grade as specified in the Report of Incomplete Grade. An Incomplete grade must be removed within 1 year. If the student has not completed the course work to warrant the removal of an Incomplete within the 1-year time frame, the student will be required to retake the courses. For example, a student issued an incomplete that ultimately completed the course with a B would have the following grade noted on the transcript: I/B.

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

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

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

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

### Graduation, Latin Honors and Other Awards

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

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

Any Incomplete course grade(s) are considered as outstanding program requirements. For Doctor of Nursing Practice students, successful completion of the Terminal Benchmarks must have occurred at least 14 days prior to School of Nursing Convocation. For Doctor of Philosophy students, successful dissertation defenses must have occurred at least 14 days prior to School of Nursing Commencement.

In cases where early participation in School of Nursing Commencement is granted, the student’s name will be printed with an asterisk (*) after it indicating that minor program requirements are pending.
The School of Nursing Commencement ceremony is conducted one time per year towards the end of the spring academic term. Students who complete their program of study at different points of the academic calendar are encouraged to participate in the spring School of Nursing Commencement. Select programs may have end of program recognition events; however, students will not wear regalia or receive school-level academic awards during those informal events.

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

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

The OHSU Student Council also hosts an annual Awards and Recognition Banquet to recognize student service on-campus, off-campus and internationally. Students who have done volunteer work in any of the areas listed below within that last two years are eligible for nomination. Students can nominate themselves, be nominated by peers or by faculty and staff. Award categories include: Clinical Service; Educator; Global/International Service; Community Service and Outreach; and Volunteer of the Year.

Graduating students have the option of extending health insurance coverage for a period of 3, 6, 9 or 12 months. Contact the Student Health Service at 503.494.8665 for details.

Incident Reporting

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

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

Invasive Procedures

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

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

Leave of Absence

After the successful completion of one term, a student may, under exceptional circumstances and with the approval of the Faculty Advisor, Associate Dean for Academic Development Enhancement and Evaluation, interrupt their academic program with a Leave of Absence (LOA). The LOA form can be found at the OHSU Registrar web site. Students taking a leave of absence do not need to reapply to the School of Nursing but must return as indicated on the Leave of Absence form. Not returning from a LOA as planned will be grounds for administrative withdrawal from OHSU School of Nursing. While on leave a student is not considered enrolled and is not eligible for any campus privileges or services from the university. In most cases, time limit to completion of the degree is not changed by a leave of absence.

LOAs will not be granted for longer than one year. If a student does not take a full year (four quarters) in a single LOA, the student may apply for another LOA for the remaining quarters at a later point in the program. Exceptions to this four quarter limit must be presented to the School of Nursing Associate Dean for Academic Development Enhancement and Evaluation for consideration and approval.
Time of return from a LOA is dependent on space available for clinical placements and/or on course availability in the student’s program of study. Every effort will be made to secure clinical placements for students returning from a leave of absence. However, because clinical placements are limited, students may not be able to return in the anticipated term and/or to the School of Nursing location previously attended.

Students must contact the Associate Dean for Academic Development Enhancement and Evaluation, or administrative director and their advisor at least one term prior to their anticipated return to school to confirm their intention to return to school and to discuss clinical placements. Students should discuss their program of study and review progression requirements with their advisor.

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

Students wishing to maintain health insurance while on an LOA must contact the Student Health Service (SHS) at 503.494.8665 before the end of the month in which their leave is set to begin. If a student does not contact SHS during this time frame SHS will be unable to continue their SHS access and their insurance. Students on an approved Leave of Absence can continue their Student Health Service access and/or coverage on the Student Health Insurance plan for up to three (3) months. Students will be financially responsible for the premium(s) during this three month period. If a student fails to pay the premium during this time they will have their coverage terminated due to non-payment. After three months students can continue on the health insurance extension plan for an additional 12 months. To continue on the extension plan for up to 12 months the student must call the Student Health Service prior to the end of their third month of continuation coverage. If students do not contact the Student Health Service prior to the end of their third month of continuation coverage, they will be unable to elect the extension coverage.

Registration

Students must be registered in a course to receive credit. Registration for classes occurs online at www.ohsu.edu/xd/education/student-services/registrar/. Registration begins approximately 6 weeks prior to the next term. Students who elect to drop a course or change credit load during the term must notify their advisor and the OHSU Registrar. Such changes are subject to a fee. Students who fail to register for a term, as expected within their program of study, and who are not on an approved leave of absence will be administratively withdrawn.

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

Twelve credit hours is considered full time enrollment for all undergraduate students. Nine credit hours is considered full time enrollment for all master’s and doctoral students. Six credit hours is considered full time enrollment for DNP and PhD students located at the Ashland, Kalamath Falls, La Grande and/or Monmouth campuses.

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

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

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

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

There is no maximum number of credits a student can take as a non-matriculated student; however, students may only transfer 9 credit hours of non-degree course work into an OHSU School of Nursing graduate degree program. Students may transfer up to 12 credits into the Master of Public Health program; however, those may not be for MPH core courses. There is no commitment that non-degree courses will apply toward a graduate degree or that successful completion of courses in a non-degree status qualifies a student for admission.

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

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

**Simultaneous Enrollment in Courses:** Generally, students are not allowed to enroll in two courses that meet during the same hours in the same term. A student may petition for approval to take two courses that are offered during the same hours in the same term with approval from faculty members teaching the courses, the student's faculty advisor and the appropriate Administrative Director. The petition for this request is located on the Student Forms page. The student registration system (ISIS) will not allow students to register for two courses that meet at the same time. Students will be prompted to choose one of the courses and will need to resolve schedule conflict with Registrar.

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

**Probation and Dismissal**

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

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

Associate Dean for Academic Development, Enhancement and Evaluation or Administrative Director originate probation letters and notify students through overnight traceable mail. All probation letters will outline the reasons for the probation status, how a student may get back into academic good standing (if possible), any time limits to stipulations indicated in letters and the appeal and grievance processes. Copies of probation letters are included in the student file, and provided to the OHSU Registrar, Associate Dean for Academic Development, Enhancement and Evaluation, and the appropriate School of Nursing Admission and Progression committee.

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

**Dismissal:** A student who does not meet the standards for scholarship articulated below or fails to meet the conditions of probation will be dismissed from the SoN. The University reserves the right to dismiss any student who does not maintain the required standards of scholarship; whose continuance in the School of Nursing would be detrimental to her or his health or to the health of others; or whose conduct or clinical performance demonstrates a lack of fitness for nursing.

Associate Dean for Academic Development, Enhancement and Evaluation Administrative directors originate dismissal letters and notify student through overnight traceable mail. All dismissal letters will outline the reasons for the dismissal and the appeal and grievance processes. Copies of dismissal letters are included in the student file, provided to the OHSU Registrar, and provided to the appropriate School of Nursing Admission and Progression committee.

**Appeal for Exception to Probation and/or Dismissal Criteria:** Students who are placed on probation or dismissed may appeal the decision in writing to the Associate Dean for Academic Development, Enhancement and Evaluation. Petitions for Exception to Probation or Dismissal must be received by the Associate Dean for Academic Affairs within 10 working days of receipt of dismissal letter. Once students initiate an appeal, they may not file a Student Grievance related to the probation or dismissal. However, they may appeal the decision of the Associate Dean for Academic Development, Enhancement and Evaluation to the OHSU Provost.

### Probation vs. Dismissal

<table>
<thead>
<tr>
<th>Probation</th>
<th>Dismissal</th>
</tr>
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<tbody>
<tr>
<td>• Three (3) Incomplete grades across the program of study</td>
<td>• Four (4) or more unresolved incomplete grades</td>
</tr>
<tr>
<td>• Lack of continuous enrollment based on program of study without being on an approved leave of absence</td>
<td>• Failure to meet conditions stipulated in probation letter</td>
</tr>
<tr>
<td>• Failure to meet program benchmarks in a timely manner</td>
<td>• Failure to meet program benchmarks</td>
</tr>
<tr>
<td>• Failure to maintain a cumulative GPA 2.0 or above</td>
<td>• Two or more 0, NP or WU</td>
</tr>
<tr>
<td>• One 0, NP, WU</td>
<td>• If a student successfully retakes a course in which s/he received a 0, NP or WU but receives a 0, NP or WU in another course, the student will be dismissed</td>
</tr>
<tr>
<td>• Four (4) or more unresolved incomplete grades</td>
<td>• Second attempt failure of program benchmarks</td>
</tr>
<tr>
<td>• Failure to meet conditions stipulated in probation letter</td>
<td>• A cumulative GPA below 3.0 that persists for 12 months</td>
</tr>
<tr>
<td>• Two or more 0, NP or WU</td>
<td>• More than one 2.0 or WU or a combination of one of each</td>
</tr>
<tr>
<td>• If a student successfully retakes a course in which s/he received a 0, NP or WU but receives a 0, NP or WU in another course, the student will be dismissed</td>
<td>• One 0 or NP</td>
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</tbody>
</table>

Undergraduate

Graduate
Progression

Progression within the academic program depends on the satisfactory completion of prerequisite, compliance and/or concurrent courses. Students should consult the course description section of this catalog to determine course prerequisites. It is the responsibility of students to seek academic counseling from their assigned advisor if they are progressing satisfactorily.

Advanced Placement and Transfer Policy:

For transfer between OCNE consortium schools, on a space available basis a student in good standing in one partner school may transfer seamlessly at the beginning of an academic year. A referral is required to assure good standing, which includes meeting both academic and conduct standards. Communication between partner schools includes director to director discussion of the transfer circumstances. Transfer at times other than beginning of an academic year may occur only for exceptional circumstances, and must be mutually approved by both the receiving and sending program. Rigorous interpretation of what constitutes "exceptional circumstances" should reflect the agreement that mid-year transfer is undesirable for academic and administrative purposes. When agreed to by both programs, mid-year transfer requires review of the student’s program of study and documentation of competency attainment matched to the program of study in the new program. Supplemental study may be required to place the student at the appropriate level.

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

Course Waiver: Students who can demonstrate successful completion of academic course work from a previously attended accredited institution that is duplicative with the content of OHSU School of Nursing required courses, the faculty of record for the course for which a student is seeking a waiver, the student's advisor, and the Associate Dean for Academic Development, Enhancement and Evaluation. Associate Dean for Academic Affairs must approve the course waiver. Waived courses are not considered earned credit and students must still meet the minimum number of earned credits to be awarded a degree. A maximum of 9 credits can be waived. It is the responsibility of the advisor to ensure that course waivers do not adversely affect the credentialing requirements of the State of Oregon.

Credit in Residence: In order to receive a degree from OHSU a minimum number of credits must have been completed at OHSU, or credit in residence. See below for specific requirements.

Transfer Credits: To determine how many credits of academic course work a student may transfer from an accredited institution, refer to the Credit in Residence section of this document. The difference between the total number of credits required for the degree minus the Credit in Residence requirements indicates the maximum number of transfer credits allowed. Only 9 credits can be transferred in to a graduate-level degree if a student earned those credits in a non-matriculated student status. Transfer credits are assessed by the appropriate program director and/or faculty responsible for the course the credits would be applied towards. Continuing education coursework will not be considered for transfer.

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Quarter Credits in Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (All Programs)</td>
<td>45 of the last 60*</td>
</tr>
<tr>
<td>Graduate Certificate in Public Health</td>
<td>All credits must be earned through the Oregon Master of Public Health</td>
</tr>
<tr>
<td>Master’s</td>
<td>2/3 of the credits from the approved program of study</td>
</tr>
<tr>
<td>Post-master’s Certificate</td>
<td>2/3 of the credits from the approved program of study</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>Postbaccalaureate: 2/3 credits from the approved program of study</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>Post-master’s: 44 credits</td>
</tr>
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<td></td>
<td>42 (excluding dissertation credits)</td>
</tr>
</tbody>
</table>

*Courses completed at an OCNE Community College partner institution and/or an OUS institution can be counted as OHSU credit in residence only if the credits were taken after being admitted to OHSU.
Transfer Credit options for OCNE Partner School
Students only: Students transitioning to OHSU School of Nursing from an OCNE partner school may apply 9 transfer credits from NRS 224 to NRS 424.

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

- **Examination Credit.** Credit by Examination is allowed in courses in which there is a final comprehensive examination. Students must pass the examination to be granted credit.

- **Portfolio Credit.** Students may submit portfolios addressing the competencies for full or partial credit. This is only an option for NURS 410, NRS 412 and NRS 425.

- **Transfer Credit.** Students may transfer credits earned in an associate degree for NRS 210, 211, 212, 230 and 232. Depending on the courses, articulation transfer credits may be granted to students for NRS 322 and NRS 424.

**Time to Degree:** Each academic program has established a time to degree guideline that begins at matriculation for students. This Time to Degree policy does not distinguish between full-time and part-time student enrollment. The student can petition for an extension of the time limit by submitting a written request with rationale to the Associate Dean for Academic Affairs. Program specific time to degree policies are as follows:

- Accelerated baccalaureate: 3 years
- Baccalaureate: 5 years
- Master of Science/Master of Nursing: 4 years
- Graduate Certificate in Public Health: 4 years
- Master of Public Health: 7 years
- Post-master's Certificate: 3 years
- Doctor of Philosophy: 7 years
- Doctor of Nursing Practice:
  - Postbaccalaureate: 5 years
  - Post-master’s: 4 years

**Student Drug Screening**
Refer to the Admissions section of this document for details. Students returning from a Leave of Absence may be required to submit to student drug testing.

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

**Student Signatures at Clinical Sites**
Undergraduate students will use a specified format when signing their names on charting in clinical agencies. The format is: First initial, last (family) name, education level of the student (NS2, NS3, NS4), OHSU.

In the baccalaureate program the nursing education levels are: NS2 for sophomores, NS3 for juniors, and NS4 for seniors. In the accelerated baccalaureate program the levels are: NS2 for students in the first and second terms, NS3 for students in the third and fourth terms, NS4 for students in the fifth (final) term. For example, Samuel Smith, a beginning nursing student, would sign: S. Smith, NS2, OHSU.

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

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

OHSU’s Technical Standards include:

- Acquire information from experiences and demonstrations conveyed through online coursework,
lecture, group seminar, small group activities and other.

- Ability to recognize, understand and interpret required instruction materials including written documents, computer-information systems and non-book resources.
- Ability to manipulate the equipment, instruments, apparatus or tools required to collect and interpret data appropriate to the domain of study, practice or research.
- Ability to follow universal precautions against contamination and cross contamination with infectious pathogens, toxins and other hazardous chemicals.
- Solve problems and think critically to develop appropriate products and services (e.g., treatment plan, a scientific experiment.)
- Synthesize information to develop and defend conclusions regarding observations and outcomes.
- Use intellectual ability, exercise proper judgment and complete all responsibilities within a timeframe that is appropriate to a given setting.
- Maintain effective, mature and sensitive relationships under all circumstances (e.g., clients, patients, students, faculty, staff and other professionals.)
- Communicate effectively and efficiently with faculty, colleagues and all other persons encountered in any OHSU setting.
- Work in a safe manner and respond appropriately to emergencies and urgencies.
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments inherent in clinical practice, health care and biomedical sciences and engineering.

Health Services

On the Portland campus, all students enrolled for one or more credits are assessed a health service fee. The stipulations based on credit vary among regional campuses. Please refer to the specific institution for health service policies governing fees and services. Students may also buy coverage at the health service for their eligible dependents or pay fee-for-service.

OHSU Library

503 494-3460 or library@ohsu.edu

www.ohsu.edu/library

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

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

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

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

Oregon licensed health professionals have access to a subset of electronic resources described at www.ohsu.edu/library/offcampus/nonohsu.shtml

Services

OHSU Affirmative Action/Equal Opportunity

503 494-5148

www.ohsu.edu/aaeo/

The Affirmative Action/Equal Opportunity office is available to assist you if you have a complaint regarding prohibited discrimination and harassment; if you would like to request reasonable accommodation for a disability or for religious reasons; or if you need advice and/or education regarding prohibited discrimination or harassment.
March Wellness (Portland only)

www.marchwellness.com

March Wellness is a unique medical wellness fitness center and spa. Recognizing that no two of us are alike and that each of us is at a unique point in life, the wellness culture of March promotes a safe and supportive atmosphere and an array of programs and services that you can select from and combine to meet your individual needs. Whether you want to dive in or ease in, March Wellness provides you with a wide variety of activities.

OHSU Bookstore

503 494-7708 or 877 342-3907

www.ohsu.edu/ohsubookstore/

OHSU Bookstore is intended to be a resource for students, faculty, staff and the local medical community and is located on the 2nd floor of the Student/University Center. The OHSU Bookstore has broad selection of roughly 4000 health science related text and reference books, as well as a selection of logo items such as sweatshirts, t-shirts, pens, pencils, lanyards and standard school supplies. OHSU Bookstore also carries medical equipment that students throughout the university will need such as stethoscopes, tuning forks, EKG calipers and much more. Regional campus students should contact their on-campus bookstore for course-specific books and supplies.

OHSU Office for Student Access

503 494-0082

www.ohsu.edu/student-access

Student Access at OHSU serves two primary purposes. First, Student Access serves the needs of students with disabilities by providing guidance and services through the disability determination process while also assisting with developing strategies and accommodations. Student Access serves students with disabilities both on and off the Portland campus in all of OHSU’s educational programs.

A qualified student with a disability is a person with a disability who meets the academic and technical standards requisite to admission or participation in a particular educational program or activity.

Second, Student acts as a resource for all students to assist with improving learning styles and strategies, study skills, time management and other academic support related issues.

Program Accommodation Liaisons

School of Nursing – Portland Campus

Ann Nielsen
Assistant Professor
nielsena@ohsu.edu
503 494-1649

School of Nursing – Klamath Falls Campus

Terry Ross
Administrative Director
ross@ohsu.edu
541 885-1339

School of Nursing – Ashland Campus

Joanne Noone
Administrative Director
noonej@ohsu.edu
541 552-8453

School of Nursing – La Grande Campus

Muriel Shaul
Administrative Director
shaulm@ohsu.edu
541 962-3383

School of Nursing – Monmouth Campus

Bret Lyman
Administrative Director
lyman@ohsu.edu
503 838-8385

Student Access views disability as just one of many aspects of diversity represented in our student population here at OHSU and supports, to the fullest extent possible, the concept of Universal Design with its goal of creating environments that support the diverse learning needs of all our students.

The Program Accommodation Liaison (PAL) acts as an “in-house” resource for students and faculty concerning access issues for students with disabilities. The PAL works in collaboration with Student Access to implement recommended accommodations for students with disabilities.
Disabilities
It is our experience that a number of individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, are qualified to study and work as health care professionals and scientists with the use of reasonable accommodations. To be qualified for health sciences programs at OHSU those individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations.

For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact the Office for Student Access.

OHSU Center for Diversity and Multicultural Affairs
503 494-5657
www.ohsu.edu/academic/diversity/
The OHSU Center for Diversity and Multicultural Affairs (CeDMA) provides a close, cooperative working relationship among students, advisors, faculty and administration in developing programs and services that reflect the diversity of cultures and to support the academic development of all students. The center offers: assistance in making the transition to the university’s environment; supplemental instruction seminars and cross-cultural counseling 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.

OHSU Office of International Service
503 748-7636
www.ogi.edu/admissions/immigration/
The Office of International Services provides immigration advice and services to international students, employees and visitors. The Office also advises academic departments and hiring managers on education and employment-related immigration regulations and procedures.

OHSU Public Safety
503 494-7744
www.ohsu.edu/pubsafety/
The OHSU Public Safety office strives to promote a safe and secure environment through professional, dedicated service to the university community. Information about the services offered by OHSU Public Safety, emergency preparedness and campus crime statistics can be located on the Web site.

OHSU Portland Campus Student Center
The OHSU Portland campus Student Center is located in the former Fitness and Sports Center building near Doernbecher Children’s Hospital. The Student Center includes: the University Bookstore, “Nucleus” lounge/study space, state-of-the-art multi-media room, and food service and recreational amenities. Future phases of construction are planned to enlarge the bookstore and provide additional restroom facilities in the Student Center. Currently, the all-campus intramural program is conducted in the Student Center with competitive leagues in basketball, volleyball, indoor soccer and dodge ball. The gymnasium, swimming pool, hot tub and locker rooms are available to students and members of the Student Center, and provide a number of different recreational opportunities. The Student Center is also available to bicycle commuters, so students who bicycle or walk to campus are encouraged to use the locker rooms. Bicycle commuter lockers are available for rent at the Student Center, and the cost is $12 per month.

Oregon State Board of Nursing

Oregon State Board of Nursing
17938 S.W. Upper Boones Ferry Road
Portland, OR 97224
971 673-0685
Refer to the OSBN Web site for updated information:
www.osbn.state.or.us

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

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

Student Responsibilities

Students are required to take the following actions in support of their request for NP certification through the Oregon State Board of Nursing:

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

2. Meet with advisor at least one term before you intend to graduate to review your program of study (POS) and transcript.

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

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

Please note:

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

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

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

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

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

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

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

School of Nursing Advanced Practice Nursing Program Responsibilities

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

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

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

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

5. The certifying faculty member will return the signed packet to the designated person in APN.

6. Obtain the official school seal from the Registrar and submit the completed packet to the OSBN.
Student Technology

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

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

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

OHSU Alert

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

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

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

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

Below are the recommended minimum hardware specifications:

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

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

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

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

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

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

Software

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

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

Required Internet Browsers:

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

Optional Internet Browsers:

- Apple Safari
- Google Chrome

Additional Software:

- Adobe Acrobat 8 or newer
- Adobe Flash and Shockwave
- Apple QuickTime
- RealPlayer

Internet Security and Antivirus Software

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

- Microsoft Security Essentials (free from Microsoft)
- McAfee Antivirus
- Norton Antivirus
- Avast! Antivirus
- TrendMicro Titanium
- AVG Internet Security

E-mail

OHSU currently uses Microsoft Exchange 2007 for our e-mail and calendar systems.

- OHSU provides an e-mail account for all current students
- Cohort specific e-mails lists are created and utilized to communicate specifically with OHSU students and student groups within the School of Nursing. OHSU units like Financial Aid, Billing, Registrar, along with program faculty and staff will communicate important student information to the OHSU e-mail address only.
• It is expected that every student maintain and regularly check the OHSU provided e-mail account in order to receive critical student updates.

• Creating rules to forward e-mail to a personal account is prohibited by policy. All students are expected to log in and use their OHSU Outlook account.

**OHSU Helpdesk**

The OHSU ITG Helpdesk is available to assist students with e-mail account or account access issues between 6 a.m. – 6 p.m., Monday thru Friday at 503 494-2222.

**SAKAI**

The School of Nursing uses Sakai to deliver online course content to our students.

• It is recommended that you use Mozilla Firefox.

• Sakai is supported by our University’s Academic Technology Group. You can find more information about Sakai on their web pages.

• If you need help with Sakai, you can contact the Sakai Helpdesk at 503 494-7722. helpdesk@sakai.com

**Social Media Guidelines**

As an OHSU School of Nursing student your posts, tweets and photos need to follow the Code of Conduct, HIPAA and the Rights and Responsibilities outlined in your student handbook. Violations of the social media guidelines or code of conduct may be grounds for disciplinary action and or dismissal.

Did you know…

• posting information referencing your patient’s name or specific clinical site may violate HIPAA?

• posting photos from your clinical site may be a violation?

• the OHSU Code of Conduct requires that you report violators to School of Nursing faculty/administrators?

• The OHSU Code of Conduct ([www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/student-forms.cfm](http://www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/student-forms.cfm))

• HIPAA ([www.hhs.gov/ocr/privacy/hipaa/understanding/index.html](http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html))

**Student Discounts**

The OHSU bookstore can help you obtain Academic Versions of software or discounts on hardware. OHSU students may purchase discounted software and hardware directly from our partner bookstores at Portland State University and the University of Oregon.
Student Rights, Responsibilities and Codes

National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities

www.nsna.org/publications/billofrights.aspx

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

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student’s permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution’s acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life or its objectives and philosophy.

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

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

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

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

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

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

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

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

American Nurses Association
Code for Nurses

www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

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

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

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

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

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

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

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

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

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
OHSU School of Nursing Dress Code and Body Piercing

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

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

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

Student Code of Conduct and Student Grievance

The student code of conduct and student grievance policy is currently under review for the 2011-2012 academic year. Please see www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/academic_policies.cfm for current policy and procedure.
Activities and Organizations

Activities

www.ohsu.edu/xd/education/student-services

Students enrolled at OHSU at the Ashland, Klamath Falls, La Grande and Monmouth campuses are referred to their host campus for a description of available student services and facilities. Facilities such as student health services, libraries, computer centers, fitness centers and various events are available to students by virtue of the fee structure.

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

EOU, OIT, SOU and WOU sponsor intercollegiate and/or intramural programs, financed in part by incidental fees and are therefore open to OHSU nursing students on the EOU, OIT, SOU or WOU campus. See the EOU, OIT, SOU or WOU catalogs for more information. OHSU also provides intramural activities through the Student Recreation Center.

We highly recommend that prospective and current students familiarize themselves with the OHSU university-wide activities, organizations and services (i.e., Office of Student Access Handbook, Commencement Guide, Student Groups, Quarterly Events, Guide for Alcohol and Drug Problems and International Student Handbooks). There is a broad range of OHSU and School of Nursing committees that provide opportunities for student leadership and representation.

OHSU

For information about various student interest groups on the Portland Campus please contact the Assistant Vice Provost for Student Life at 503-494-8295 or check the Student Center website at www.ohsu.edu/xd/education/student-services/student-center/student-activities/student-interest-groups/index.cfm

Students are encouraged to participate in student-related committee(s) and serve on student government. These opportunities include:

• Student Health Advisory Committee: one junior baccalaureate student, one senior baccalaureate student and one graduate student representative

• Incidental Fee Committee: one student representative from the Portland Campus undergraduate or graduate programs

• OHSU Student Council (Portland Campus): at least two representatives from each year of the undergraduate and graduate programs
School of Nursing

Contact the Office of Student Affairs at 503 494-7725 to be referred to the appropriate contact for each committee:

- Undergraduate Council: Two non-voting student members: elected by the campus student nurses organizations. The student role is to communicate between the Council and the statewide student body. The representatives are chosen yearly from the following 7 programs in rotation: Portland undergraduate; La Grande undergraduate; Klamath Falls undergraduate; Ashland undergraduate; Monmouth undergraduate; Accelerated Baccalaureate program, Baccalaureate Completion program.
- Grievance and Student Conduct Committee: 11 students who serve one-year terms are elected by the Student Nurses Association from the Ashland, Klamath Falls, La Grande and Monmouth campuses (2), Portland campus (4) and three master’s or doctoral students are elected by the Graduate Nursing Senate.
- Practice Graduate Curriculum Committee: one student representative
- Research Council: one graduate student representative

Organizations

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

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

OHSU Global Health Center Student Group
www.ohsu.edu/xd/education/continuing-education/global-health-center/ or ghc@ohsu.edu
To reduce international health disparities this group promotes global health awareness, education and advocacy at OHSU. They facilitate opportunities for students to visit other countries to learn about health care in diverse cultures and settings. Finally, they use our global health awareness to serve the health care needs of our local communities.

The Global Health Center is an interdisciplinary project-based group of students representing the Schools of Dentistry, Medicine, Nursing and Pharmacy who promote greater equity in health globally and locally through education and advocacy.
OHSU Student Council
www.ohsu.edu/xd/education/student-services/student-life/ohsu-student-council
The OHSU Student Council is comprised of students from the varied academic programs at OHSU. Each school contributes members to the Council. Two representatives from each class serve on the Council for one year. A president, vice presidents and a communications director are elected in May from among Council members for the following year. Officers are paid a small honorarium for their time and effort. While only elected representatives may vote on Council business, all students are welcome to Student Council meetings. The OHSU Student Council’s purpose is:
• To maintain and develop an intellectually stimulating atmosphere conducive to the acquisition and application of a basic fund of health science knowledge
• To take action in the best interest of the student body and the OHSU community
• To provide an official voice through which student opinion may be expressed
• To provide an official and representative student on school designated committees which receive complaints, investigate student problems and participate in decisions involving students
• To promote the exchange of information and ideas among the various schools at OHSU
• To establish and maintain formal communication between the student body and the faculty administration

OHSU School of Nursing Graduate Nursing Senate
The Graduate Nursing Senate was formed to represent the interests of OHSU School of Nursing master’s and doctoral students on all campuses. This organization has three purposes:
• Provide a unified voice for OHSU School of Nursing graduate students
• Promote professional development, networking and social interaction among graduate students
• Develop programs that assist in the transition into and out of graduate school

The senate is comprised of three officers, program representatives from each OHSU School of Nursing graduate programs, at-large graduate student representatives, and graduate student representatives for the Student Health Advisory Council, OHSU Student Council, Curriculum Committees and Grievance and Student Conduct Committee. Elections are held in the spring and fall. All graduate students in the OHSU School of Nursing are members and are encouraged to attend monthly meetings. This organization is funded through student incidental fees. Questions about the Graduate Nursing Senate can be submitted to SNGNS@ohsu.edu or visit www.ohsu.edu/xd/education/schools/school-of-nursing/students/resources/graduate-nursing-senate.cfm

OHSU School of Nursing Alumni Association
www.ohsu.edu/son/alumni/
The OHSU Office of Alumni Relations serves School of Nursing alumni by maintaining class records and promoting gatherings and communications among our alumni. For more information contact the Alumni Association at 503 494-0989 or nursalum@ohsu.

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

**Summer Term 2011**
- Summer registration begins: 5/9
- Last day to register without late fee: 5/20
- Classes begin: 6/20
- Last day to add/drop without a "W": 6/27
- Last day to withdraw with full refund: 7/1
- Independence holiday: 7/4
- Last day to withdraw with full refund: 7/1
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 7/22
- Summer term ends: 9/2
- Labor Day holiday: 9/5

**Fall Term 2011**
- Fall registration begins: 8/15
- Last day to register without late fee: 8/26
- Classes begin: 9/2
- Last day to add/drop without a "W": 10/3
- Last day to withdraw with full refund: 10/7
- Last day to withdraw with 50 percent refund: 10/21
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 10/28
- Thanksgiving holiday: 11/24-11/25
- Fall term ends: 12/9

**Winter Term 2012**
- Winter registration begins: 11/28
- Last day to register without late fee: 12/9
- Classes begin: 1/9
- Martin Luther King holiday: 1/16
- Last day to add/drop without a "W": 1/17
- Last day to withdraw with full refund: 1/20
- Last day to withdraw with 50 percent refund: 2/3
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 2/10
- President's holiday: 2/20
- Winter term ends: 3/23

**Spring Term 2012**
- Spring registration begins: 2/21
- Last day to register without late fee: 3/2
- Classes begin: 4/2
- Last day to add/drop without a "W": 4/9
- Last day to withdraw with full refund: 4/13
- Last day to withdraw with 50 percent refund: 4/27
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 5/4
- Memorial Day holiday: 5/28
- Spring term ends: 6/15
- Graduation Portland

Graduate Calendar

**Summer Term 2011**
- Summer registration begins: 5/9
- Last day to register without late fee: 5/20
- Classes begin: 6/20
- Last day to add/drop without a "W": 6/27
- Last day to withdraw with full refund: 7/1
- Independence holiday: 7/4
- Last day to withdraw with full refund: 7/1
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 7/22
- Summer term ends: 9/2
- Labor Day holiday: 9/5

**Fall Term 2011**
- Fall registration begins: 8/15 (8/8*)
- Last day to register without late fee: 8/26 (8/19*)
- Classes begin: 9/26 (9/19*)
- Last day to add/drop without a "W": 10/3 (9/26*)
- Last day to withdraw with full refund: 10/3 (9/26*)
- Last day to withdraw with 50 percent refund: 10/7 (9/30*)
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 10/28 (10/21*)
- Thanksgiving Holiday: 11/24-11/25
- Fall Term Ends: 12/9

**Winter Term 2012**
- Winter registration begins: 11/28
- Last day to register without late fee: 12/9
- Classes begin: 1/9
- Martin Luther King holiday: 1/16
- Last day to add/drop without a "W": 1/17
- Last day to withdraw with full refund: 1/20
- Last day to withdraw with 50 percent refund: 2/3
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 2/10
- Presidents Day holiday: 2/20
- Winter term ends: 3/23

**Spring Term 2012**
- Spring registration begins: 2/21
- Last day to register without late fee: 3/2
- Classes begin: 4/2
- Last day to add/drop without a "W": 4/9
- Last day to withdraw with full refund: 4/13
- Last day to withdraw with 50 percent refund: 4/27
- Last day to drop classes with a "W": Classes dropped after this date receive a "WU" or "WS": 5/4
- Memorial Day holiday: 5/28
- Spring term ends: 6/15
- Graduation Portland

*All New Postbacc MN/DNP: PHMNP, Midwifery, Nursing Education, Health Systems and Organizational Leadership and Adult Gerontology start 9/19/2011*
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