Oregon Health & Science University  
School of Nursing  
3455 S.W. Veterans Hospital Road  
Portland, OR 97239-2941  
503 494-8100  
www.ohsu.edu/son  
(See page 137 for complete campus contact information)

OHSU includes the School of Dentistry, School of Medicine, and School of Nursing; OHSU Hospital; Doernbecher Children's Hospital; numerous primary care and specialty clinics, multiple research institutes; and several outreach and community service units.

Oregon Health & Science University is firmly committed to a policy of affirmative action and equal opportunity. This encompasses all employment, education and patient service activities connected with OHSU. No patient, employee, student, trainee, beneficiary or potential beneficiary of the hospital and clinics, or the university shall be unlawfully discriminated against on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, marital status, disability, veteran status or any other applicable basis in law. Direct inquiries to the Affirmative Action/Equal Opportunity Department, 503 494-5148; Mailing address: 3181 S.W. Sam Jackson Park Road, Portland, OR 97201-3098.

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, 8600 165th Ave NE Suite 100, Redmond, WA 98052, 425 558-4244 or visit www.nwccu.org.

The School of Nursing bachelor, master programs and doctor of nursing practice are accredited by the Commission on Collegiate Nursing Education (CCNE) Bachelor and Master degree is 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 19.

The Nurse-midwifery Program is accredited through 2011 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 July 11, 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 503 494-6567.

Tobacco Free Environment

In order to create an atmosphere that is consistent with OHSU's mission and commitment to improve the health of all Oregonians and to promote wellness and a healthier environment, OHSU prohibits the use of tobacco products in or on its premises. Students are urged to participate in tobacco cessation programs. Information about those resources and other support for stopping the use of tobacco is available on the OHSU Wellness Web site www.ohsu.edu/tobaccofreesupport or by calling 503 494-9355.

06/10(11)
# Contents

## ABOUT OHSU

Welcome to the University .................................................. 5
OHSU Mission Statement .................................................. 6
School of Nursing ............................................................. 9
Message from the School of Nursing Dean .................... 9
About the School of Nursing ............................................ 10
Vision, Mission, and Values ............................................. 10
Tradition: The History of the School ......................... 10
The School’s Campuses .................................................. 12

## FINANCES

2010-2011 Tuition and Fees ........................................... 15
Estimated Student Fees .................................................... 16
Financial Assistance and Scholarships ........................... 16
School of Nursing Scholarships ..................................... 17
Tuition Refund Policy ....................................................... 17

## OREGON STATE BOARD OF NURSING

Advanced Practice Nursing (APN) Certification .......... 19

## ADMISSIONS

Programs At-A-Glance ................................................... 21
Admission Policies and Procedures ................................. 22
International Applicants ............................................... 22
Conditional Admission .................................................. 23
Transfer Applicants ....................................................... 23
Re-Enrollment ............................................................. 23
Admission Deferral ......................................................... 23
Program-Specific Required Application Materials ......... 24
Prerequisites: Undergraduate Admission Requirements .... 26
Prerequisites: Graduate Admission Requirements ............ 28
Incoming Student Compliance ....................................... 29
Student Drug Screening .................................................. 31

## UNDERGRADUATE PROGRAM

Brief Program Descriptions ............................................. 33
Bachelor of Science with a Major in Nursing .......... 33
Bachelor of Science with a Major in Nursing
(Baccalaureate completion for RNs) ......................... 33
Bachelor of Science with a Major in Nursing
(Accelerated Bachelor of Science program) .......... 33
Accelerated Bachelor of Science to Master’s
or Doctor of Nursing Practice Programs .......... 34
Oregon Consortium for Nursing Education
Curriculum Competencies ........................................... 34
Bachelor of Science Degree Requirements ................. 36
Sample 4-year Program of Study for
Bachelor of Science Degree ................................ 37
Accelerated Bachelor of Science Students
Degree Requirements .................................................. 38
Baccalaureate Completion Program for RNs
Degree Requirements from Non-OCNE
Partner Community College .................................... 39
Baccalaureate Completion Program for RNs
Degree Requirements for RNBS OCNE
Associate Degree Graduates ................................ 40
GRADUATE PROGRAM 42
Master of Science/Master of Nursing..................43
Family Nurse Practitioner..............................44
Nurse Anesthesia..........................................45
Nurse-Midwifery ..........................................46
Accelerated Bachelor of Science to Master's Program
or Doctor of Nursing Practice....................52
Postmaster's Certificate Option....................52
Advanced Practice Gerontological Nursing........52
Family Nurse Practitioner...........................53
Nurse-Midwifery ..........................................53
Nursing Education .......................................53
Psychiatric Mental Health Nursing Practitioner ....53
Public Health...............................................54
Graduate Certificate in Public Health .............54
Master of Public Health: Primary Health Care
& Health Disparities ....................................54
Doctor of Nursing Practice............................55
DNP Competencies .......................................56
Postmaster's DNP ........................................56
Post-baccalaureate DNP .................................56
Doctor of Philosophy ...................................61
PhD Program of Study ..................................61
PhD Benchmarks .........................................62
Postdoctoral Program ...................................62

COURSE DESCRIPTIONS 64
Undergraduate Course Descriptions ..................65
Graduate Course Descriptions .........................72
Community & Public Health ..........................72
Nursing .....................................................75

STUDENT AND ACADEMIC AFFAIRS 90
Academic Calendar .......................................91
Academic Advising and Records .....................91
Academic Petition .......................................91
Catalog Rights .........................................91
Clinical Experience in Place of Employment ........92
Code of Conduct ........................................92
Course and Teaching Effectiveness Evaluations ...92
Credit Hour Ratio .......................................92
English Language Learner Support ..................92
Grading System .........................................93
Graduation, Latin Honors, and Other Awards ......94
Incident Reporting ......................................95
Invasive Procedures .....................................95
Leave of Absence .......................................95
Non-Matriculated (Non-Degree) Student Enrollment 96
Registration .............................................96
Probation and Dismissal ................................97
Progression .............................................98
Student Drug Screening ................................100
Student Grievance ......................................100
Student Signatures at Clinical Sites .................100
Syllabi ..................................................100
Technical Standards ...................................100

COMPUTER RESOURCES AND
PROFICIENCY 102
Laptops vs. Desktops ....................................103
Recommended Minimum Hardware Configuration ..103
Software ................................................104
File Transfer and Storage .............................104
PDAs ..................................................104
SAKAI ...............................................105

2 OHSU School of Nursing
Catalog and Student Handbook 2010 - 2011
STUDENT RIGHTS, RESPONSIBILITIES 
AND CODES  106
National Student Nurses’ Association Student  
Bill of Rights and Responsibilities ..................107  
American Nurses Association Code for Nurses ........108  
OHSU School of Nursing Dress Code and  
Body Piercing ..................................................108  
Student Code of Conduct & Student Grievance ....108

ACTIVITIES, ORGANIZATIONS 
AND SERVICES  114
Activities ..........................................................115  
OHSU ..............................................................115  
School of Nursing .............................................115  
Organizations .....................................................116  
National Student Nurses Association ...............116  
OHSU Global Health Alliance ............................116  
OHSU Student Council .......................................116  
OHSU School of Nursing Student Association ....116  
OHSU School of Nursing Graduate Nursing  
Senate .............................................................117  
OHSU School of Nursing Alumni Association ...117  
Oregon Student Nurses Association .................117  
Sigma Theta Tau ...............................................117  
Services ............................................................118  
OHSU Affirmative Action/Equal Opportunity ....118  
Health Services ..................................................118  
Library ..............................................................118  
march wellness .................................................118  
OHSU Bookstore ...............................................119  
OHSU Office for Student Access ......................119  
Program Accomodation Liaisons .....................119  
OHSU Center for Diversity and Multicultural  
Affairs ............................................................120  
OHSU Office of International Service ..............120  
OHSU Public Safety ............................................120  
OHSU Portland campus Student Center ..........120

ACADEMIC CALENDAR  122
Undergraduate Calendar ...................................123  
Graduate Calendar ............................................123

FACULTY  124

CAMPUS MAPS  130
Ashland Campus .............................................131  
Klamath Falls Campus .....................................132  
La Grande Campus ..........................................133  
Monmouth Campus ..........................................134  
Portland Campus ............................................135

NOTES  136

CONTACT INFORMATION  137
Welcome to the University

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 healthcare challenges, locally and globally, through excellence in teaching, research innovation, quality health care and community service.

Nurse researchers are asking questions today that will bring new knowledge and new techniques to the bedside tomorrow. Innovative programs address healthcare challenges from unique perspectives, such as care-giving to dependent family members, how patients with end-stage liver disease make decisions regarding life-sustaining treatments, improving the health of breast cancer survivors through exercise, and understanding the experience of living with Parkinson’s disease from the perspective of a spouse.

The university’s strategic plan, Vision 2020, calls for OHSU to “...partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians.” As a member of tomorrow’s healthcare workforce, you are an important part of realizing this vision. The education you’ll receive at OHSU emphasizes being part of a healthcare team, and the innovative and technologically sophisticated curriculum will help ensure your role as a valuable team contributor – someone who will help make our world a healthier place.

New information technologies and partnerships improve our ability to serve the people in rural and remote areas. Innovative programs, institutes and centers provide OHSU nursing students a rich variety of experiences. OHSU is home to the state’s only National Cancer Institute, the OHSU Genetics Initiative, the John A. Hartford Center of Geriatric Nursing Excellence, a new Global Health Center, and the Center for Research on Occupational and Environmental Toxicology – just to name a few. You will have the opportunity to be a part of training programs in outpatient care, in community hospitals and, of course, in OHSU hospitals and clinics.

This is an exciting time for both OHSU and the field of nursing. With the aging population, 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 healthcare missions through community service, partnerships and outreach.

Striving for Excellence

Oregon Health & Science University is a leading health and research university that strives for excellence in patient care, education, research and community service.

With roots back to 1887, OHSU has a long and outstanding history of dedication to improving the health and well-being of people in Oregon and beyond. As a nonprofit public corporation OHSU provides world-class knowledge for the most complex, and the most common of health care needs. Without OHSU, many Oregonians would have to travel out of the region for their care.

OHSU also provides leading and often world-renowned educational services through its five schools, and is the only place in Oregon that grants doctoral degrees in medicine, dentistry and nursing. And OHSU is the only academic health center in the nation with a school of science and engineering focused exclusively on human and environmental health. OHSU partners with Oregon State University to offer programs at the School of Pharmacy.

As a leader in research, OHSU earned $307 million in research funding in fiscal year 2007, with 94 percent of that being money that flows into Oregon from out of state. Additionally, OHSU serves as a catalyst for the region’s bioscience industry and is an incubator of discovery, averaging one new breakthrough or innovation every three days, with more than 4,100 research projects currently under way. OHSU disclosed 132 inventions in 2007, many of which open new markets, spin-off businesses and create new opportunities.

Beyond providing critical health care services, quality health care education, and cutting-edge research, OHSU also is a key economic and social force in the Northwest. With an annual budget of $1.4 billion and more than 12,400 employees, OHSU is Portland’s largest, and the state’s fourth largest employer (excluding government). OHSU earns $32 million in gifts, grants, contracts and service funds for every dollar the state invests in OHSU and drives more than $3 billion in annual regional economic activity.

As a community service oriented institution,

Oregon Health & Science University

- Provides more than 200 community service programs to enhance community-based care, serve Oregon’s most vulnerable citizens and provide access to health care education.
- Provides approximately 23,000 health and sciences professionals from throughout the region with continuing education opportunities to expand their knowledge, improve their skills, and gain access to the expertise available at Oregon’s only academic health center.
- Partners with approximately 1,100 Oregon teachers to help children better understand science.
- Tours approximately 3,500 high school and college students on OHSU campuses for them to better understand the university and its offerings.
• Creates a pipeline for students to understand and pursue future careers in health and science with more than 40 programs, many targeted at youths in disadvantaged or under served communities.
• Sends each of its medical students into rural communities for five weeks to train alongside local physicians to learn from, and better understand, the needs of patients and health care professionals in settings outside urban areas.
• Partners with communities to improve the quality and availability of health care for rural Oregonians through the Office of Rural Health. In the past year the office recruited 14 new health care practitioners to rural communities, saving $350,000 in recruitment costs, and linking them with providers who in many instances are a lifeline for the community.
• Serves people in Oregon, Alaska and northern Nevada through the OHSU Oregon Poison Center. More than 67,000 calls were made to the center in the past year, with more than half related to poison exposures in children. National studies have shown that every dollar spent for poison center services saves more than seven dollars in health care costs.
• Answers nearly 33,000 calls from regional health care providers throughout the Northwest seeking expertise from the OHSU medical community through the OHSU Physician Consult Service.
• Sends students on rural rotations to receive part of their education in under served communities to help ease provider shortages. Studies show that students who received part of their education in rural areas are more likely to practice there in the future.
• Provides more than 1,000 surgeries to repair cleft lip, cleft palate and craniofacial anomalies each year, through the Child Development and Rehabilitation Center. The center is the region’s only program and clinic to provide long-term treatment for these disabilities.
• Screens thousands of pre-schoolers around the state for vision impairment, through a partnership with the Oregon State Elks.
• Hosts Give Kids a Smile Day, to bring low-income children to the clinic for treatment.

As an educational institution,
Oregon Health & Science University

• Is a top ranked university according to U.S. News and World Report. The School of Nursing master's program ranks seventh among approximately 380 such programs in the United States. The master’s program has earned top rankings since the magazine first began its surveys 16 years ago. The School of Nursing’s nurse-midwifery program ranks No. 1 in the nation; its nurse practitioner gerontological/geriatric specialty ranks fifth; and its nurse practitioner family medicine specialty ties for 11th. The School of Medicine’s primary care and family medicine specialties rank among the top five in the nation.
• Is the only place in Oregon that grants doctoral degrees in dentistry, medicine and nursing.
• Awards 60 percent of health and science degrees to Oregon residents.
• Educates more than 2,700 students and trainees.
• Provides approximately 23,000 health and sciences professionals from throughout the region with continuing education opportunities to expand their knowledge, improve their skills, and gain access to the expertise available at Oregon's only academic health center.
• Teaches approximately 1,000 interns, residents, fellows and clinical trainees.
• Partners with approximately 1,100 Oregon teachers to help children better understand science.
• Tours approximately 3,500 high school and college students on OHSU campuses for them to better understand the university and its offerings.
• Creates a pipeline for students to understand and pursue future careers in health and science with more than 40 programs.
• Has nursing a virtual campus and campuses in five locations around Oregon to educate students where they live and work. Approximately 800 students are enrolled in OHSU nursing programs.
• Offers the state’s only nurse anesthesia master’s program.
• Sends each of its medical students into rural communities for five weeks to train alongside local physicians to learn from, and better understand, the needs of patients and health care professionals in settings outside urban areas.
• Welcomes 75 dental students into its DMD program each year.
• Partners with Oregon State University to provide a joint degree in pharmacy through the College of Pharmacy and with Oregon Institute of Technology to provide allied health programs, including clinical laboratory science/medical technology, and emergency medicine technology.
• Offers a graduate certificate, master’s and Ph.D. degrees in biomedical informatics; and grants a master’s degree in physician assistant studies through the School of Medicine.
As a health care facility,
Oregon Health & Science University

- Is the place where patients reap the benefits of world-class knowledge for the most complex, and the most common of health care needs. Without OHSU, many Oregonians would have to travel out of the region for their care.
- In 2007 there were 665,760 patient visits to OHSU hospitals and clinics.
- Was awarded the Consumer Choice Award by the National Research Corporation for the past eight years.
- Sees patients from every county in Oregon. Traveling clinics reach several parts of the state to provide specialized care not available in more remote locations so that people can be cared for in their own communities.
- Is home to the only Oregon hospital to appear in the 2007 America’s Best Hospitals rankings by US News and World Report. The last ranking was the 12th consecutive year OHSU Hospital has been included in the report.
- Includes the Center for Women’s Health, which is designated a National Center of Excellence for Women’s Health
- Is where more than 10,000 babies have been delivered by nurse-midwives.
- Is conducting 200 clinical trials through the OHSU Cancer Institute to help bring new treatments and cures to patients sooner.
- Saved 100,000 lives through the discovery of Gleevec, an anti-cancer medication developed at the university.
- Is the only place in Oregon for children and adults to receive a bone marrow transplant.

As a research facility,
Oregon Health & Science University

- Is in the top 20 in competitive research funding rankings according to data available from the National Institutes of Health, a national barometer of productivity and excellence in research.
- Research funding has increased more than seven-fold since 1990.
- Received received $307 million in research funding in 2007. Nearly 94 percent of these dollars flow into Oregon from out of state.
- Breakthroughs, innovations or discoveries are announced on average every three days.
- Is home to approximately 1,500 scientists, who are working on 4,100 basic and applied research projects.
- Had 132 invention disclosures in 2007, more than in any previous year in the university's history — and four times the number in 2000.
- Experienced nearly double the income it received from commercialization of inventions licensed by the university, from $719,800 in 2006 to $1.23 million in 2007.
- Formed five new start-up companies based on OHSU intellectual capital in 2007.
- Intellectual capital has led to 64 companies since the early 1970s, with 33 of those companies formed since 2000. Most OHSU startups are based in Oregon.
- Has license-related income of $14 million.
- Is home to a 12 Tesla magnet, one of only two of its kind in the world. This magnet enables scientists to have a much closer view to assess functional and molecular properties of diseases non-invasively.

An impact on the economy

For OHSU, the mission to heal, to teach, to discover and to serve is the reason the university exists. As a natural consequence of this work, OHSU also offers something else: an economic return.

Oregon Health & Science University offers:

- OHSU has a total economic impact of nearly $4 billion in Oregon. The total jobs that OHSU creates — at OHSU and in the community — number almost 35,000.
- More than half of OHSU’s economic impact is unique to OHSU. In other words, because OHSU provides highly specialized health services and research, no health system or university could step in to provide this same stimulus to Oregon.
- For every General Fund dollar spent on OHSU, Oregon receives $100 economic impact in return.
- Training for healthcare professionals who will serve communities throughout Oregon.
- Access to high-quality health care services, especially for Oregon’s sickest and most vulnerable patients.
- Leading-edge research and development that results in new treatments, technologies and scientific knowledge.
- Outreach to Oregon residents, some of whom might not otherwise have access to important health information and services.
Message from the School of Nursing Dean

Dear Students and Friends:

As health reform begins to unfold, you have chosen a critical time in our nation’s history to pursue a career in nursing. Welcome to Oregon Health & Science University (OHSU) School of Nursing on this, our centennial year, as you advance yourself for a career that will grow with you throughout your lifetime. 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 begin or extend your career.

For those nurse pioneers that led the development of nursing a century ago, it is hard to contain my excitement as 100 years later we begin to see sweeping changes in the health care arena. With the reform legislation that was signed into law on March 23, 2010, we have taken a huge leap in finding real solutions to the health care needs of every citizen in our great nation. We will see increased opportunities with nursing implications including expanded funding for community health, school-based, and nurse managed health centers and new roles for nursing in transitional care. The bill also reinvests in Title VIII funding for nursing workforce development programs which provides funding support for advanced education nursing; workforce diversity grants; nurse education; practice and retention grants; and nurse faculty loan programs. 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 healthcare 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. You are part of the legacy of our next century of caring!

Warm regards,

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

Our Deans

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920-1932</td>
<td>Elnora Thompson</td>
<td>Director</td>
<td>University of Oregon School of Social Work</td>
</tr>
<tr>
<td>1932-1944</td>
<td>Elnora Thompson</td>
<td>Director</td>
<td>University of Oregon Medical School</td>
</tr>
<tr>
<td>1944-1958</td>
<td>Henrietta Doltz</td>
<td>Director</td>
<td>University of Oregon Medical School</td>
</tr>
<tr>
<td>1958-1960</td>
<td>Jean Boyle</td>
<td>Director</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>1960-1975</td>
<td>Jean Boyle</td>
<td>Dean</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>1976-1995</td>
<td>Carol Lindeman</td>
<td>Dean</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Kathleen Potempa</td>
<td>Dean</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>2006-2008</td>
<td>Michael Bleich</td>
<td>Dean</td>
<td>School of Nursing</td>
</tr>
</tbody>
</table>
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 healthcare through innovation in healing, teaching, and discovery.

Values: The OHSU School of Nursing seeks to exemplify and promote the following in all its endeavors: expertise, innovation, diversity, social justice, interety, compassion, respect, and collaboration.

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 healthcare settings. Master’s degree programs also prepare students for advanced practice as public health professionals. Doctoral and postdoctoral programs prepare graduates for scholarly inquiry, independent research, and leadership in the healthcare 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 healthcare 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 healthcare services throughout Oregon.

Tradition: The History of the School

The origins of the OHSU School of Nursing can be traced to the summer of 1919 when the University of Oregon introduced the state’s first professional courses in nursing. The courses were offered in Portland in cooperation with the Northwest Division of the American Red Cross Home Service Department, the Portland Visiting Nurse Association, the Welfare Bureau, and the Oregon Tuberculosis Association. 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 permitting them to receive university offerings facilitating 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 Thomson, a leader in the field. In 1947, a $60,000 grant from the W.K. Kellogg Foundation made possible a teaching and supervision program for baccalaureate prepared registered nurses which in 1955 became the Master of Science degree in nursing education.

The Oregon State Board of Higher Education, in 1960, recognized the changing nature of nursing and expanded the Department of Nursing Education to be 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 regional 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 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 healthcare, nurse-midwifery and family nursing, postmaster's certificate options were developed which allow students with a master's degree in nursing to gain theory, knowledge and clinical experience necessary to apply for nurse practitioner licensure.

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

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

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 healthcare 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 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 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 healthcare 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 program with a postmaster’s option in 2007 and a postbaccalaureate option in 2009. The DNP prepares clinical nurses for advanced practice and provides students with the opportunity to gain doctoral level education while maintaining a practice focus.

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

The 2009 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 11th in the country.

**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 Portland is located on the Oregon Institute of Technology campus. Portland’s new South Waterfront development. March Wellness is a medical wellness center that was conceived by healthcare 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 program with a postmaster’s option in 2007 and a postbaccalaureate option in 2009. The DNP prepares clinical nurses for advanced practice and provides students with the opportunity to gain doctoral level education while maintaining a practice focus.

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

The 2009 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 11th in the country.

**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 Portland is located on the Oregon Institute of Technology campus. Portland’s new South Waterfront development. March Wellness is a medical wellness center that was conceived by healthcare 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 program with a postmaster’s option in 2007 and a postbaccalaureate option in 2009. The DNP prepares clinical nurses for advanced practice and provides students with the opportunity to gain doctoral level education while maintaining a practice focus.

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

The 2009 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 11th in the country.

**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 Portland is located on the Oregon Institute of Technology campus. Portland’s new South Waterfront development. March Wellness is a medical wellness center that was conceived by healthcare 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 program with a postmaster’s option in 2007 and a postbaccalaureate option in 2009. The DNP prepares clinical nurses for advanced practice and provides students with the opportunity to gain doctoral level education while maintaining a practice focus.

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

The 2009 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 11th in the country.
partnership arrangement. It provides a fast, reliable transportation link 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 first class 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.
2010-2011 Tuition and Fees

Registrar and Financial Aid Office
3181 SW Sam Jackson Park Road L109
Mackenzie Hall, Room 1120
Portland, OR 97239
503-494-7800 or 800-775-5460 finaid@ohsu.edu or regohsu@ohsu.edu

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

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

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

- 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.

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

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

- 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.

PhD students: Non-resident students who are residents of counties adjacent to the Oregon border in California, Idaho, Nevada, or Washington pay resident tuition. The non-resident portion of tuition is waived for PhD students from states participating in the Western Regional Graduate Program of the Western Interstate Commission for Higher Education (WICHE). 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 term. Tuition for terms prior to the date the student notifies the Registrar’s office will continue to be charged at the non-resident rate.

All other students are required to pay the non-resident fee.
- Refund schedule: www.ohsu.edu/finaid
- Resident policy: www.ohsu.edu/registrar/residencypolicy06-04.pdf
**Estimated Student Fees**

- Non-refundable application fee $120.00
- Enrollment deposit $200.00-$500.00
- OHSU Transcript fee $12.00/each official copy
- Same day transcript fax service $17.00
- Credit-by-examination $40.00+
- Late Registration Fee $35.00
- Graduation Application Fee $40.00
- Credit Articulation $10/credit
- NURS 503/603 Courses $40/credit
- Select Graduate Courses $75.00

**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 http://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 http://www.osac.state.or.us. Federal programs available to students include: Federal Work-Study, Pell Grants, Supplementary Educational Opportunity Grant, Direct Stafford Loans/Plus Loans, Perkins Loans, and Federal Nurse Traineeships. Each of these loan programs has unique guidelines and restrictions; contact the OHSU Financial Aid office for assistance. If you qualify for veterans benefits, Contact the Registrar and Financial Aid Office at 503 494-7800 regarding certification.

Institutional loan funds are available to eligible students based 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 http://www.ohsu.edu/son/academic/cst-financialaid.shtml.

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

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

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

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% 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% 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.
Oregon State Board of Nursing
17938 SW 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)

Students who successfully complete specified courses are eligible to apply to OSBN for CNA-1 certification. Students please see program advisor for complete course list. Students desiring CNA-1 certification must complete the application process as outlined on the OSBN website, which can be found at: http://www.oregon.gov/OSBN/pdfs/forms/CNAsstudentnurse.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 Postmaster’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):

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

School of Nursing Advanced Practice Nursing Program Responsibilities

1. Review the student's program of study and transcripts.
2. Complete Section II of Verification of Successful Completion of Advanced Practice Nursing form utilizing above documentation
3. Obtain course descriptions from the current OHSU course catalog for all courses listed on the student's transcript
4. Submit program of study, waivers, transcripts, course descriptions, and Verification of Successful Completion form to faculty member responsible for certification requests for final review and signature
5. The 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
# 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>Master of Science</th>
<th>Postmaster's Certificate</th>
<th>Master of Public Health</th>
<th>Doctor of Nursing Practice</th>
<th>Doctor of Philosophy</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practice Gerontological Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rolling</td>
</tr>
<tr>
<td>Adult Health &amp; Illness Clinical Nurse Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rolling</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
<tr>
<td>Nurse Anesthesia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
<tr>
<td>Nurse-Midwifery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
<tr>
<td>Nursing</td>
<td>■*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Varies, see admissions Web site</td>
</tr>
<tr>
<td>Nursing Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rolling</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nurse Practitioner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
<tr>
<td>Public Health</td>
<td>■</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■</td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*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.
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 at the time of 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 and enrollment deposit fees are non-refundable. Decision letters regarding admission status are sent out by the OHSU School of Nursing Office of Admissions.

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 re-apply, 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.

All prospective students seeking admission to the OHSU School of Nursing are required to submit an application, application fee, and supplemental application materials packet to the School of Nursing with the indication of the specific program to which they are applying. Applicants can apply to multiple programs within the School of Nursing, but are required to submit a separate application, application fee, and supplemental materials packet for each program.

Applicants must complete the following steps in order to be considered for admission:
1. Review the application deadline for the academic program to which you are applying. Applicants who do not submit all required materials by the stated deadline may not have their application reviewed for admission.
2. Complete the required prerequisite coursework and appropriate licensure requirements.
3. Submit the online application and signature page. The online application for each program typically opens three months prior to the application deadline. If you do not submit the signature page, your application is considered incomplete.
4. Submit your application fee. Applicants are required to pay an application fee in order to have their application considered for admission. Applicants typically submit payment electronically during the online application process.
5. Supplemental application materials must be postmarked to the Office of Admissions by the established application deadline. All materials are to be sent to: OHSU School of Nursing, Office of Admissions SN-ADM, 3455 SW US Veterans Hospital Rd., Portland, OR 97239-2941.

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
2. If applicable, credentials must be evaluated by a service such as CGFNS Credential Evaluation Service, www.cgfns.org
3. Applicants must have a passing score on the paper version Test of English as a Foreign Language 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 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 for these programs: RNBS, Graduate Certificate in Public Health, Master of Science, Master of Nursing, Master of Public Health, Doctor of Nursing Practice, and Doctor of Philosophy programs. 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 (except for RNBS), Accelerated Bachelor to Master, Accelerated Bachelor to Doctor of Nursing Practice, or Post-master 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 partner schools is allowed on a space available basis for students in good academic standing and 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, Postmasters 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 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 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

- 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 or Accelerated Bachelor 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)
- 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
Master Degrees & 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 28).
- 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. Master in Public Health and Graduate Certificate in Public Health applicants need a statistics course with a grade of a “C” or higher and there is no time limit
- Applicants must hold or be currently eligible for an unencumbered Oregon RN license, exception applies to applicants to the Public Health programs
- Applicants must have a Bachelor's degree in nursing, exception applies to applicants to the Public Health program.

Postmaster 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 degree
- Applicants must hold or be currently eligible for an unencumbered Oregon RN license
- Applicants to the postmaster's certificate in Advanced Practice Gerontological Nursing must be credentialed as an advanced practice nurse in care of adults (e.g., ANP, ACNP, FNP, PMHNP, or adult CNS).

Doctorate Degree Application Requirements

- Online application, paid application fee, and application signature page
- Admission essay/goal statement (instructions enclosed within the online application)
- Official transcripts from all institutions attended where 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 5 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
- Postmaster's DNP applicants must hold or be currently eligible for an unencumbered Oregon Nurse Anesthetist license, Oregon Clinical Nurse Specialist, Nurse Practitioner, or Nurse-midwife certificate as an advanced practice nurse; and
- Official GRE scores (may be required, see page 28)
- Postmaster'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 or DNP (Portland campus only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree in non-nursing field</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum prerequisite GPA</td>
<td>3.00</td>
<td></td>
<td>B or better in all prerequisite coursework</td>
<td>B or better in all prerequisite coursework</td>
</tr>
<tr>
<td>Minimum cumulative GPA</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing license</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Record Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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.

### Prerequisite Coursework to be completed prior to matriculation:

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

#### Recommended:

- Foreign Language Proficiency
- Statistics, Descriptive & 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).
Selected Prerequisite Descriptions (see programs for details)

**Anatomy and Physiology with labs:** 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 A&P sequence at some colleges/universities; please check individual college requirements.

**Introduction to Genetics:** 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 Growth & Development:** 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:** 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 laboratory:** Introduction to the basic and applied aspects of microbiology.

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

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

**Statistics:** 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:** 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 complete 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:** 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 www.ohsu.edu/son 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/Master of Science¹</td>
<td>BSN or BS in nursing</td>
<td>■</td>
<td>■ (within 5 years, with a B or better)</td>
<td>3.0</td>
<td>500 Verbal 500 Math 4 Analytical Writing</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 &amp; Quant Combined score 1000. MCAT &amp; GMAT are accepted³</td>
</tr>
<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>
</tr>
<tr>
<td>Postmaster’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 or DNP</td>
<td>Bachelor's degree in any field</td>
<td>N/A</td>
<td>■ (within 5 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 ³</td>
<td>Bachelor's degree or Master's degree in nursing</td>
<td>■</td>
<td>■ B or better</td>
<td>3.0</td>
<td>500 Verbal 500 Math 4 Analytical Writing</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 Statistics: Any statistics course that covers descriptive and inferential statistical techniques and indicates this inclusion in the college catalog course description.

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. Postmaster DNP 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.

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

*Science GPA 3.0
Incoming Student Compliance
Last reviewed 1-14-08

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 http://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 & Student Responsibility Agreement
- School of Nursing Permission to Release Educational Information Form
- Signed and dated admission specific confirmation and or enrollment agreement
- 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, Post-master Certificate Option, and DNP programs. Individual campuses may have additional specific requirements\(^4\).
- Submission of Registered Nurse license number\(^6\)
- Master and Post-baccalaureate DNP students complete statistics requirement with B grade or above within last five years or petition for waiver\(^7\)  
- Undergraduate, Masters, Post-Masters 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). http://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 1st day of the month in which classes start) or Approved Waiver (see deadline for receipt of completed notarized application)\(^9\)
- Portland Campus Students: Personal Health History Form & OHSU Patient Registration Form

---

\(^1\) MPH students complete the OHSU Employee version of the Criminal Background Check
\(^2\) MPH and PhD and MPH students may be excluded from this requirement unless deemed required
\(^3\) MPH and PhD students excluded unless deemed required for a graduate internship placement
\(^4\) MPH students excluded unless deemed required for a graduate internship placement
\(^5\) Portland campus students must maintain American Heart Association Healthcare Provider CPR status
\(^6\) MPH students excluded from this requirement
\(^7\) Post-Docs without nursing certification are excluded from this requirement
\(^8\) Post-Master Certificate Option and Post-Master DNP students are excluded from this requirement
\(^9\) 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
\(^10\) 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>Programme</th>
<th>Updated Immunization Record or Plan to Complete Immunizations</th>
<th>OHSU Student Health Fee</th>
<th>OHSU Student Health Insurance or Approved Waiver</th>
</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/Master of Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Master of Nursing/Master of Science : Nursing Education</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Post-Master Certificate Option</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Post-Master Certificate in Advanced Practice Gerontological Nursing</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (Post-Bacc)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (Postmaster)</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-Doctoral</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>All programs at Ashland, Klamath Falls, La Grande, &amp; 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 summer intensive session 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 of 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
Student Drug Screening
Last reviewed 6/1/08

The OHSU School of Nursing 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 School of Nursing.

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 School of Nursing, 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. Students in programs that require this drug screen who are able to waive the requirement due to previous testing will not be required to submit to a drug screening and will be issued a drug screening fee refund. 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 School of Nursing.

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 Affairs. 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 School of Nursing files for 20 years per the OHSU Record Retention Schedule.
OHSU does not offer Arts, Letters & Science (non-nursing) courses. Admitted students will only 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 with a major in nursing program is a four-year degree that prepares graduates to practice in a variety of settings and to care for individuals, families, and populations across the lifespan. In 2001, the OHSU School of Nursing joined with other Oregon community colleges in an exciting new partnership, the Oregon Consortium for Nursing Education (OCNE). Established in response to the critical nursing shortage, OCNE enables Oregon nursing programs to dramatically expand the availability of students to receive the BS nursing degree and increase enrollment, while preparing graduates with competencies to address the rapidly changing health care needs of Oregon's aging and ethnically diverse populations.

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 Bachelor of Science degree requirements. Students will need to designate at which institution they will be dually enrolled for completion of the required non-nursing courses. Students will designate the OHSU School of Nursing campus they wish to enroll at the time of admission. At the time of designation, the student will be provided with a list of partner institutions where the non-nursing courses can be included when determining and releasing financial aid. If a student receiving financial aid designates an institution that is not on that list, his/her financial aid will only be based on the nursing courses through OHSU. If the student decides to change the institution that he/she is dually enrolled with 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 award.

For students transitioning to OHSU from OCNE partner schools, the following nursing courses are required for the Bachelor of Science degree. Students are responsible for enrolling and transferring 87 credits of non-nursing coursework from other institutions of which 15 credits must be 300/400 level courses. Students should refer to their program of study for nursing 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's of Science with a major in Nursing degree program is a program for people who already have a bachelor's degree in a non-nursing field but are wishing to begin a career as a bachelor's-prepared nurse. Admitted students to this program will 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 or 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 program 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 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 either a Master of Science/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 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.
   2.3 Pursuing and advocating healthy behaviors enhance nurses’ ability to care for client.
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 healthcare team.
5.2 Successful health care depends on a team effort, and collaboration with others in a collegial team is essential for success in serving clients.
5.3 Learning and growth depend on receiving and using constructive feedback; effective team members must be both open to feedback and able to give useful feedback in a constructive manner.
5.4 Supporting the holistic development of colleagues creates an environment that positively impacts client care.

6. A competent nurse practices within, utilizes, and contributes to the broader health care system through the understanding that...
6.1 Professional nursing has a legally defined scope of practice and a professionally defined standard of practice.
6.2 The components of the system (e.g., resources, constraints, regulations) must be considered when coordinating care and developing interdisciplinary planning.
6.3 The effective nurse contributes to improvements of the health care system through the collection and analysis of data and involvement in policy decision-making processes and political activities.
6.4 The effective nurse engages in developing system-level initiatives to improve patient safety and to mitigate error.
6.5 An effective nurse contributes to improving access to health care.
6.6 Each nurse has the responsibility for effective and efficient management and utilization of health care resources.
6.7 Nurses establish and maintain networks, often using technology to improve health care delivery outcomes.

7. A competent nurse practices relationship-centered care through the understanding that...
7.1 Effective care is centered around a relationship with the client that is based on: empathy and caring, a deep understanding of the care experience, developing mutual trust and respect for the autonomy of client.
7.2 The effectiveness of nursing interventions and treatment plans depends, in part, on the attitudes, beliefs and values of clients and these are influenced both by how professionals interact with clients and by the intervention itself.
7.3 Clients reflect the culture and history of their community and their broader population, and that these must be considered in developing nursing interventions.

8. A competent nurse communicates effectively through the understanding that...
8.1 Effective use of therapeutic communication, to establish a caring relationship, to create a positive environment, to inform clients, and to advocate is an essential part of all interventions.
8.2 Accurate and complete communication must occur with both clients and other providers and is essential to ensure patient safety and provide for comprehensive continuity of care.
8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach.
8.4 Effective health teaching requires attunement to the clients’ perspective, their previous understanding, and their ease of access to health information or degree of health literacy.
8.5 Good communication requires selection and use of appropriate communication modalities and technologies.

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

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

<table>
<thead>
<tr>
<th>Non-Nursing Courses <em>(53 credits)</em></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURAL SCIENCE GROUP (26 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I, II, III</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Intro to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td><strong>ENGLISH (9 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>HUMANITIES (9 credits)</strong>*</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>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE (9 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Human Growth &amp; Development (Lifespan)</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>
</tr>
<tr>
<td><strong>Electives (34 credits)</strong></td>
<td>34</td>
</tr>
<tr>
<td><strong>Nursing Courses (93 credits)</strong></td>
<td></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>
<tr>
<td>NRS 221/321: Nursing in Chronic Illness II &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 222/322: Nursing in Acute Care II &amp; 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>NRS 412: Leadership &amp; 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, B, C, D, E, F, G, or H (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, B, C, D, E, F, G, or H (Focus Course, see course descriptions)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Nursing Credits** 93  
**Non-Nursing Credits** 53  
**Electives** 34  
**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, & Sciences
- 2.0 cumulative GPA and minimum C grade in courses used for degree

36 OHSU School of Nursing  
Catalog and Student Handbook 2010-2011
Sample 4-year Program of Study for Bachelor of Science Degree

**Prerequisite Year (Minimum 45 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Letters &amp; 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</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*</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</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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 221/321: Nursing in Chronic Illness II &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 222/322: Nursing in Acute Care II &amp; 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, &amp; Sciences Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Senior Year (43 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 412: Leadership &amp; Outcomes Management in Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRS 424: Integrative Practicum I</td>
<td>9</td>
</tr>
<tr>
<td>NRS 424 A, B, C, D, E, F, G, or H (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, B, C, D, E, F, G, or H (Focus Course, see course descriptions)</td>
<td>1</td>
</tr>
</tbody>
</table>

**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

**Prerequisites** with a grade "B" or better.
* Human Anatomy Physiology: One year long course with lab
* Nutrition: One course
* Human Growth Development: One course
* Microbiology: One course
* Introduction to Genetics: One course or a module within a course
* Statistics: One course

**Nursing Courses (72 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 210: Foundations of Nursing: Health Promotion</td>
<td>9</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>
<tr>
<td>NRS 331: Foundations of Nursing: Chronic Illness &amp; End of Life</td>
<td>9</td>
</tr>
<tr>
<td>NRS 332: Foundation of Nursing: Acute Care &amp; End of Life</td>
<td>12</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>NRS 412A: Leadership &amp; Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 412B: Leadership &amp; Outcomes Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<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>Category</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Nursing Courses</strong>*(53 credits)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Natural Science Group</strong> <em>(26 credits)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I, II, III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Genetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English (9 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities (9 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (non-composition), Foreign Languages, History of Music or Music Appreciation, Linguistics, Philosophy, Religion, Speech or Theatre Arts, and Women's Studies</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science (9 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Growth &amp; Development (Lifespan)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Psychology, Political Science, Sociology, Economics, General Social Science, History, or Criminology)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Electives (34 credits)</strong></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>15 upper-division non-nursing credits must be taken in a field other than nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Courses (45 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRS 301: RN Transition Course I: Introduction to Evidence Based Practice and Health Promotion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRS 302: RN Transition Course II: Pathophysiological Processes: A Foundation for Nursing Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRS 303: RN Transition Course III: Chronic Illness</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRS 304: RN Transition Course IV: Chronic Illness &amp; End of Life</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRS 410A: Population-Based Care</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NRS 410B: Population-Based Care</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NRS 411: Epidemiology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NRS 412A: Leadership and Outcomes Management in Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NRS 412B: Leadership and Outcomes Management in Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NRS 424 I or J (focus course)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>NRS 426A: Integrative Practicum</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NRS 426B: Integrative Practicum</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NRS 425 I or J (focus course)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Articulation Credits (18 credits)</strong></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Transfer Credits from ADN program accepted for lower division nursing (30 credits)</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

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

### 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, & Sciences.
- 2.0 cumulative GPA and minimum C grade in courses used 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 30 credits by articulation for nursing coursework successfully completed in their prior nursing program.

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

**Degree Requirements for RNBS OCNE Associate Degree Graduates**

<table>
<thead>
<tr>
<th>Non-Nursing Courses <em>(53 credits)</em></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURAL SCIENCE GROUP (26 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I, II, III</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td><strong>ENGLISH (9 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Written English/English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Technical/Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>HUMANITIES (9 credits)</strong>*</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>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE (9 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Human Growth &amp; Development (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (e.g., Anthropology, Political Science, Sociology, Economics, General Social Science, History, or Criminology)</td>
<td>6</td>
</tr>
<tr>
<td><strong>ELECTIVES (34 credits)</strong>*</td>
<td></td>
</tr>
<tr>
<td>15 upper-division non-nursing credits must be taken in a field other than nursing</td>
<td>34</td>
</tr>
</tbody>
</table>

**Nursing Courses (33 credits)**

- NRS 410A : Population-Based Care | 3 |
- NRS 410B: Population-Based Care | 6 |
- NRS 411: Epidemiology | 3 |
- NRS 412A: Leadership and Outcomes Management in Nursing | 5 |
- NRS 412B: Leadership and Outcomes Management in Nursing | 5 |
- NRS 424 I or J (focus course) | 1 |
- NRS 426A: Integrative Practicum | 6 |
- NRS 426B: Integrative Practicum | 3 |
- NRS 425 I or J (focus course) | 1 |

**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** | 60 |

*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, & Sciences
- 2.0 cumulative GPA and minimum C grade in courses used for degree
Undergraduate students on the La Grande Campus share laughs during Epidemiology class.
Applicants interested in graduate degrees with specialty focuses of family nurse practitioner, nurse-midwifery, or psychiatric mental health nurse practitioner have two degree programs from which to choose. Students interested in these specialties may apply either to the Master of Science/Master of Nursing or the Doctor of Nursing Practice degree.

Master of Science/Master of Nursing

Program Description, Objectives and Requirements

The master’s degree program at the School of Nursing has several specialty areas: Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Nurse-Midwifery (NM), Nurse Anesthesia (NAP), and Nursing Education. Students are presented with learning experiences that reflect the integration of theory, research and practice in nursing. Within courses, the relative emphasis on each of these elements varies. The program of study reflects a balance of theory, practice and research to ensure that students become clinically expert and are able to utilize research approaches within their practice.

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

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

A minimum of 45 credits is required to obtain the master’s degree. Most specialties require significantly more credits to complete their degree requirements and to meet accreditation criteria or to ensure that graduates are eligible for national certification examinations.
Specialties

Family Nurse Practitioner

The Family Nurse Practitioner 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. A minimum of 610 hours of supervised clinical experiences 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.

At the completion of the OHsu School of Nursing Family Nurse Practitioner Program, the graduate will demonstrate the following competencies:

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

Family Nurse Practitioner Program of Study

Graduate Core (8 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence-based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
</tbody>
</table>

Advanced Practice Nursing (APN) Courses (17 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

Specialty Courses (46 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509R Practicum in Family Primary Care Management I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509S Practicum in Family Primary Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509T Practicum in Family Primary Care Management III</td>
<td>6</td>
</tr>
<tr>
<td>NURS 509U Practicum in Family Primary Care Management IV</td>
<td>8</td>
</tr>
<tr>
<td>NURS 509V Procedures for APNs in Primary Care</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509W Antepartum and Postpartum Management for FNP's</td>
<td>1</td>
</tr>
<tr>
<td>NURS 514 Health Promotion and Health Protection</td>
<td>3</td>
</tr>
<tr>
<td>NURS 518 Reproductive Health Care Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 520 Family Primary Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 521A Family Primary Care Management II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 521B Family Primary Care Management III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 521C Family Primary Care Management IV</td>
<td>3</td>
</tr>
<tr>
<td>NURS 523 Antepartum/Postpartum Management for FNPs</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Course (3-6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503 Master's Research/Practice Improvement Project</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total Credits MN (MS) 71 (74-77)
Minimum Practicum Hours 610
Nurse Anesthesia

The Nurse Anesthesia Program is the most recently established Advanced Practice Nursing program in the School of Nursing. In response to local, regional and national need, the program has been established in conformance with all standards and criteria of the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the program is upon excellence in clinical performance and evidence based practice. Clinical experiences will be obtained at a variety of outstanding clinical anesthesia sites 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), and Willamette Valley Medical Center (McMinnville, OR). Other clinical site arrangements are currently being developed and may required additional travel outside the Portland metro area. Expenses associated with travel, housing and living at distant sites will be 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 Nurse Anesthesia Program, the graduate will demonstrate the following:

- Demonstrate safe patient care throughout the perianesthetic period
- Provide individualized, safe, culturally sensitive perianesthetic care for patient’s across the life span
- Apply critical thinking skills during the perianesthetic period to ensure high quality, safe and cost-effective patient care
- Utilize effective communication skills in the provision of collaborative perianesthesia care to patients across the life span
- Integrate professional leadership skills in the delivery of perianesthetic care to patients across the life span

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510</td>
<td>Research Methods and Evidence-based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512</td>
<td>A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
</tbody>
</table>

Advanced Practice Nursing (APN) Courses (17 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 Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517</td>
<td>Health Assessment/Physical Diagnosis for APN</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>
</tr>
<tr>
<td>NURS 522</td>
<td>Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

Specialty Courses (84 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 531</td>
<td>Basic Principles of Anesthesia I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 532</td>
<td>Basic Principles of Anesthesia II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 533</td>
<td>Advanced Principles of Anesthesia I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 534</td>
<td>Advanced Principles of Anesthesia II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 535</td>
<td>Pharmacology of Anesthetic Agents I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 536</td>
<td>Pharmacology of Anesthetic Agents II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 537</td>
<td>Professional Issues for Nurse Anesthetists</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509CA</td>
<td>Basic Principles of Anesthesia I Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CB</td>
<td>Basic Principles of Anesthesia II Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CC</td>
<td>Advanced Principles of Anesthesia I Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509CD</td>
<td>Advanced Principles of Anesthesia II Lab</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509CE</td>
<td>Advanced Clinical Practicum in Anesthesia I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 509CF</td>
<td>Advanced Clinical Practicum in Anesthesia II</td>
<td>12</td>
</tr>
<tr>
<td>NURS 509CG</td>
<td>Advanced Clinical Practicum in Anesthesia III</td>
<td>12</td>
</tr>
<tr>
<td>NURS 509CH</td>
<td>Advanced Clinical Practicum in Anesthesia IV</td>
<td>12</td>
</tr>
<tr>
<td>NURS 509CI</td>
<td>Advanced Clinical Practicum in Anesthesia V</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective Course (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503</td>
<td>Master's Research/Practice Improvement Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits MN (MS) 109 (112)
Nurse-Midwifery

The Nurse-Midwifery program at OHSU School of Nursing teaches students to manage common gynecological problems, family planning, pregnancy, birth and the newborn period. Moreover, the program emphasizes the unique health care needs of women. The influences of family, culture and tradition, as well as social, economic and political forces serve as the context for our care of women, from menarche through menopause. The program strives to prepare compassionate, skilled clinician-scholars willing to address issues that affect the lives of women. Faculty members in the nurse-midwifery program have three priorities for their graduates: a scientific basis for clinical practice, clinical competence, and a perspective that views a woman in the context of her family and society.

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

The faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence. Recognition of the value of nurse-midwifery and meaningful advances in practice are unlikely to occur in the absence of careful descriptions of phenomena of interest and the testing of new approaches. It is incumbent upon midwives to document their efficacy in the health care of women. Completion of the nurse-midwifery program allows the student to take the certification examination offered by the American Midwifery Certification Board (AMCB).

The faculty of the Nurse-Midwifery Program at the Oregon Health & Science University share the following beliefs regarding Midwifery Practice:

- "Midwifery practice as conducted by CNMs and CMs, is the independent management of women’s health care, focusing particularly on pregnancy, childbirth, the postpartum period, care of the newborn, and the family planning and gynecological needs of women. Midwifery care is given within the context of the family and with a focus on continuity of care, health promotion and personal growth.
- Midwifery practice is safe and competent, based upon science and art, both necessary and neither sufficient. “There are two kinds of truth, the truth that lights the way and the truth that warms the heart. The first of these is science, and the second is art. Neither is independent of the other or more important than the other. Without art, sciences would be as useless as a pair of high forceps in the hands of a plumber. Without science, art would become a crude mess of folklore and emotional quackery. The truth of art keeps science from becoming inhuman, and the truth of science keeps art from becoming ridiculous.” (Raymond Chandler, 1938)
- Midwives strive for excellence in the care they provide and in their relationships with others. Qualities that denote excellence include caring, ethical awareness, moral courage and personal integrity. Midwives name and challenge indifference; understand power, its use and misuse; and act on behalf of women.

Healthcare of Women and Their Families

- Childbearing is an essentially normal event that the majority of families experience without complications. Even those whose experience deviates from the norm share the fundamental psychosocial experiences involved in birth.
- Pregnancy and birth involve the entire family. The addition of a new member alters both the structure and the function of the family system. While posing new stresses on family relationships, childbearing provides the family with opportunities for growth and learning. Nurse-midwives have unique opportunities to foster that growth and to strengthen the integrity of the family unit.
- Women experience unique health care needs. These needs are influenced not only by menstrual and reproductive physiology but also by tradition and by social, cultural, economic, and political forces in contemporary society. These forces have a profound effect on health behavior.
- Women and their families have a right to culturally sensitive care.
- Women and families have the right and responsibility to participate actively in decisions regarding their healthcare.
- Healthcare can best be provided by interdisciplinary collaboration. Health care disciplines have unique areas of expertise and the participation of each discipline should be determined by the needs of each woman and her family.

Midwifery Education

- Midwifery education emphasizes the synthesis of practice, theory and research.
- Faculty serve as role models and provide a framework for learning experiences.
- Students are responsible for their own learning in a process of increasing self-reliance and personal growth.
At the completion of the OHSU School of Nurse-midwifery Program, the graduate will demonstrate the following competencies:

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

**Program of Study**

**Graduate Core (8 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence-based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
</tbody>
</table>

**Advanced Practice Nursing (APN) Courses (17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

**Specialty Courses (52 credits)**

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

**Elective Course (3-6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503 Master's Research/Practice Improvement Project</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Total Credits MN (MS)**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>77 (80-83)</td>
</tr>
</tbody>
</table>
Nursing Education with an Emphasis in Community Health Nursing

This program is designed for the baccalaureate-prepared nurses who are interested in pursuing a teaching career in nursing, either as a faculty member in a school of nursing or in staff development positions. Students will study curriculum and instructional design, methods of assessing student competency, clinical teaching approaches, and new technologies in nursing education, such as simulation. In addition to developing skills as a clinical teacher, students will develop expertise in addressing health disparities as a community and public health nurse.

Coursework for the degree is focused on care of the vulnerable and underserved and has a strong focus on health disparities and social justice. Faculty within this program focuses on helping students to learn clinical judgment and critical thinking skills and to use evidence-based practices in providing care. This program involves 37-43 credits of didactic and 12-16 credits of clinical practica. Students are eligible to sit for the National League for Nursing Nurse Educator Certification Exam. As a future nurse educator, the student will learn to:

- Facilitate clinical learning
- Develop competencies statements for adult learners
- Design instructional environments
- Use evaluation and assessment strategies
- Enhance one's ability to function as change agent and leader
- Implement the educator role
- Use new technologies in teaching
- Engage in the scholarship of teaching and learning
- Provide leadership in population-based nursing care

The core courses are classroom based and the nursing education courses are taught online with some intensive workshops. Both part-time and full-time program of study options are available.

Program of Study

<table>
<thead>
<tr>
<th>Required Master Core (16 Credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 607P Clinical Application Experience</td>
<td>6</td>
</tr>
<tr>
<td>NURS 607O Nursing Knowledge Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses in Community Health Nursing (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 507A Current Issues in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 521 Social Determinants of Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 535 Professionalism, Ethics &amp; Systems Thinking in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>NURS 509A Practicum in Population Health Management</td>
<td>2-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses in Nursing Education (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 561/661 Curriculum and Instructional Design in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 562/662 Assessment of Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 564/664 Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA Practicum in Clinical Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected recommendations include NURS 563; NURS, 565/665; CPH 522; or CPH 523</td>
<td></td>
</tr>
<tr>
<td>NURS 503 Masters Research/ Practice Improvement Project</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total credits MN (MS) | 49 (52-55)
Nursing Education with an Emphasis in Gerontological Nursing

This program is designed for the bachelors prepared nurses who are interested in pursuing a teaching career in nursing, either as a faculty member in a school of nursing or in staff development positions. Students will study curriculum and instructional design, methods of assessing student competency, clinical teaching approaches, and new technologies in nursing education, such as simulation. Students in this program focus their clinical area for advanced study in Gerontological Nursing.

The School of Nursing is nationally known for its strength in practice-relevant gerontological nursing research in a number of areas, including dementia care, family care giving, and end-of-life care. The John A. Hartford Foundation selected the School of Nursing as one of five centers of geriatric nursing excellence in the nation in January 2001. Gerontological nursing faculty at OHSU have developed pioneering education, practice and research projects that benefit elders and those who care for them during the past two decades. These projects have contributed to the professional development of nursing students who are now practicing or doing research across the country.

This program involves 37-43 credits of didactic and 12-16 credits of clinical practica. Students are eligible to sit for the National League for Nursing Nurse Educator Certification Exam. As a future nurse educator, the student will learn to:

- Facilitate clinical learning
- Develop competencies statements for adult learners
- Design instructional environments
- Use evaluation and assessment strategies
- Enhance ones ability to function as change agent and leader
- Implement the educator role
- Use new technologies in teaching
- Engage in the scholarship of teaching and learning
- The student will also gain advanced knowledge in the care of older adults and their family caregivers and an understanding of the health care systems in which care is provided.

Program of Study

<table>
<thead>
<tr>
<th>Required Master Core (16 Credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 607P Clinical Application Experience</td>
<td>6</td>
</tr>
<tr>
<td>NURS 607O Nursing Knowledge Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses in Gerontology (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 542 Aging Person and Family: Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 543 Understanding and Intervening for Common Geriatric Syndromes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 546 Health Systems in Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509GG Clinical Practica with Older Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses in Nursing Education (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 561/661 Curriculum and Instructional Design in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 562/662 Assessment of Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 564/664 Clinical Teaching</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA Practicum in Clinical Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Recommendations include NURS 514; NURS 515A; NURS 515B; NURS 507I; NURS 563; NURS 565/665</td>
<td></td>
</tr>
<tr>
<td>NURS 503 Masters Research/Practice Improvement Project</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total credits MN (MS) 49 (52-55)
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 lifespan. Psychiatric mental health nursing involves practice, research, and education regarding the treatment of mental illness and optimizing mental health. Study in this specialty field includes treatment and prevention of mental and emotional problems and mental disorders arising from interaction among biological and neurophysiological vulnerabilities; psychological and developmental factors; and environmental stressors. Interventions within the scope of the psychiatric mental health nurse practitioner are emphasized, including the prescription and management of psychotropic medications; and evidence-based psychotherapeutic approaches that facilitate the development of clients' intrapersonal, interpersonal and system competencies. Graduates are certified as nurse practitioners by the Oregon State Board of Nursing and are eligible for national certification in their area of specialization.

Master's degree students take both child/adolescent and adult focused coursework, but can emphasize one of those populations in their clinical work. Supervised clinical experiences with children, adolescents, adults and older persons, and with groups and families, are available in a variety of treatment settings; primarily community-based agencies and programs serving mentally ill rural and urban populations in Oregon. Clinical supervision is a weekly collaborative process with students, faculty supervisors and clinical preceptors, and is directed toward development of advanced scholarly practitioners throughout the program. Various models of supervision are used. The model selected is based on student learning needs and stage of professional development. Clinical sites are selected for the richness of experience offered, availability of a master's level or more highly prepared licensed mental health provider, and the student's particular focus and learning objectives. Students are assigned to faculty advisors to plan clinical experiences, and receive ongoing clinical supervision. Clinical experience begins in the second term of the program and continues until the student has met all clinical nursing course requirements. As students proceed through the program, they progressively assume more direct care responsibility for clients.

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

Graduates of the Psychiatric Mental Health Nurse Practitioner program will possess the capacity for:

- Development of therapeutic relationships as a basis for assessment and provision of evidence based interventions to individuals across the lifespan
- Ability to conduct psychiatric evaluations and diagnoses of mental health problems and psychiatric disorders
- Development of a comprehensive diagnostic formulation of family systems and their functioning
- Utilizing evidence-based therapeutic models in intervening with individuals across the lifespan
- Provision of psychopharmacological interventions to treat symptoms of individuals across the lifespan
- Documenting and communicating psychiatric evaluation, intervention, and follow up data
- Demonstrating professional accountability through collaborative communication and education within and between disciplines
- Implementing ethical strategies in the provision of mental health care
Psychiatric Mental Health Nurse Practitioner cont.

Program of Study

Core Courses (23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods and Evidence-based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 512 A Critical Analysis of Health Disparities</td>
<td>4</td>
</tr>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 522 Advanced Practice Nursing Roles and Issues</td>
<td>2</td>
</tr>
</tbody>
</table>

Specialty Courses (29 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 541 Theories &amp; Systems for Advanced Psychiatric Mental Health Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544 Human Development in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A Assessment, Diagnosis, and Treatment in Advanced Psychiatric Mental Health Nursing: Child/Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571B Assessment, Diagnosis &amp; Treatment in Advanced Psychiatric Mental Health Nursing: Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572A Advanced Psychiatric-Mental Health Nursing Intervention V: Child and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572B Advanced Psychiatric-Mental Health Nursing Intervention I: Individual and Group Therapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572C Advanced Psychiatric-Mental Health Nursing Intervention II: Brief Therapies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572D Advanced Psychiatric-Mental Health Nursing Intervention III: Community Mental Health Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574A Psychopharmacology: Adults</td>
<td>4</td>
</tr>
<tr>
<td>NURS 574B Psychopharmacology: Children and Adolescents</td>
<td>2</td>
</tr>
</tbody>
</table>

Specialty Practicum (17 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults *</td>
<td>4-13</td>
</tr>
<tr>
<td>NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child &amp; Adolescents *</td>
<td>4-13</td>
</tr>
</tbody>
</table>

*A total of 17 credits are required. Students works with an academic advisor to determine to configuration the NURS 509K and NURS 509KC.

Electives (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected recommendation include NURS 552, NURS 572E, or NURS 574C,</td>
<td>3</td>
</tr>
<tr>
<td>NURS 503 Master’s Research/Practice Improvement Project</td>
<td>(3-6)</td>
</tr>
</tbody>
</table>

Total Credits MN 72 (75-78)
Accelerated Bachelor of Science to Master’s Program or Doctor of Nursing Practice

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

Our Accelerated Bachelor to Master or Doctor of Nursing Practice degree program are options where students with a bachelor’s degree in a non-nursing 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 major in nursing and licensure as a registered nurse. After completing the Bachelor of Science, students directly enroll in the specialty course offerings for either 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 either a Master of Science/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.

Accelerated Bachelor to Master 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’s or DNP Program begins immediately after completion of the Accelerated Bachelor’s Program.

Postmaster’s Certificate Option

The School of Nursing offers postmaster’s certificate options in all advanced practice specialties except the Nurse Anesthesia program, as well as a certificate option in Advanced Practice Gerontological Nursing. A master’s degree in nursing is required for admission to these programs.

Advanced Practice Gerontological Nursing

This program involves nine credits of didactic and up to seven credits of clinical practica. The didactic involves a week-long intensive followed by nine weeks of online course work. Arrangements for clinical placements will be tailored to individual student needs. Applicants to the post-master certificate in Advanced Practice Gerontological Nursing must be credentialed as an advanced practice nurse practitioner or clinical nurse specialist.

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

- The right of older adults to make their own decisions regarding their preferences for health care
- Promotion of “Healthy Aging” as defined by the client
- The holistic nature of care that includes physical, mental, emotional, social and cultural issues of aging
- 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
- 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
- The social, economic, political, and cultural context of clients as critical factors to consider in making decisions regarding health care

Courses (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 509GG</td>
<td>Clinical Practica with Older Adults</td>
<td>0-7</td>
</tr>
<tr>
<td>Practicum Hours</td>
<td>Based on NURS 509 GG credit hours</td>
<td>TBD</td>
</tr>
</tbody>
</table>

In addition to the PMCO in this specialty, students without advanced practice nurse practitioner or clinical nurse specialist credentials, or students wishing to develop their knowledge base in this area may take the following courses. The following courses are offered concurrently with the Advanced Practice Gerontological Nursing courses as a summer intensive experience. Students must be matriculated into a graduate program.

This set of courses does not qualify a student for a PMCO in Advanced Practice Gerontological Nursing. This is a set of courses that may be used for students to develop their knowledge base and may be applied to the degree requirements in other School of Nursing degree programs.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 538</td>
<td>Developing Learning Activities Regarding Health Promotion in Older Adults &amp; Their Caregivers</td>
<td>3</td>
</tr>
<tr>
<td>NURS 539</td>
<td>Developing Learning Activities Regarding Health Systems in Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 540</td>
<td>Developing Learning Activities Regarding Common Geriatric Syndromes</td>
<td>3</td>
</tr>
</tbody>
</table>
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, 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.

Students pursuing the Postmaster’s Certificate in this specialty take the Family Nurse Practitioner program of study with the exception of NURS 503, NURS 510 and NURS 512. Refer to the Master of Nursing/Master of Science section of this catalog.

Nurse-Midwifery

The Nurse-Midwifery program at OHSU School of Nursing teaches students to manage common gynecological problems, family planning, pregnancy, birth and the newborn period. Moreover, the program emphasizes the unique health care needs of women. The influences of family, culture and tradition, as well as social, economic and political forces serve as the context for our care of women, from menarche through menopause. Students pursuing a postmaster’s certificate in this specialty take the nurse-midwifery program of study with the exception of NURS 503, NURS 510 and NURS 512. Refer to the Master of Nursing/Master of Science section of this catalog.

Nursing Education

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

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

Program of Study

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507H/607H Selected Topics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 509AA Practicum in Clinical Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>NURS 561/661 Curriculum and Instructional Design in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 562/662 Assessment and Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 563/663 Simulation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 564/664 Clinical Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits** 18**

* This is a 90 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 including NURS 510

Psychiatric Mental Health Nurse Practitioner

A postmaster’s certificate in psychiatric mental health is available for applicants who already have a Master of Nursing degree. This postmaster’s 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.

Students pursuing a postmaster’s certificate in this specialty take the PMHNP program of study with the exception of NURS 503, NURS 510, and NURS 512. Refer to the Master of Nursing/ Master of Science section of this catalog for the program of study.
Public Health

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. 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:

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

Program of Study

Required Courses (16 credits)

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

Electives (3 - 4 credits)

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

Total Credits 19 - 20

Master of Public Health: Primary Health Care & Health Disparities

The Master of Public Health: Primary Health Care and Health Disparities track 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 PHCHD program will identify and explore the socio-cultural, 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:

- Apply evidence-based knowledge of health determinants to public health issues
- Select and employ appropriate methods of design, analysis, and synthesis to address population based health problems
- Integrate understanding of the interrelationship among the organization, delivery, and financing of health-related services
- Communicate public health principles and concepts through various strategies across multiple sectors of the community
- Employ ethical principles and behaviors
- Enact cultural competence and promote diversity in public health research and practice
- Apply public health knowledge and skills in practical settings
Upon completion of the MPH degree, graduates of the Primary Health Care and Health Disparities track will be able to:

- Develop and manage interventions to promote and protect the health of populations at risk
- Assess the health status of vulnerable populations
- Lead and participate in interdisciplinary efforts to address health disparities
- Lead individual actions or collaborate with community partners to create, maintain, and modify health promotion and risk reduction programs
- Conduct, participate in, and apply research with vulnerable populations
- Enact cultural competence
- Communicate policy options
- Act ethnically and make apparent the effect of ethical issues on the practice of public health
- Design and implement strategies to promote primary health care as a philosophy of care and an approach to providing community based services

**Program of Study**

**Required MPH Courses (16 credits)**

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

**Primary Health Care & Health Disparities Required Track Courses (24 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 509A Graduate Internship in Public Health</td>
<td>6</td>
</tr>
<tr>
<td>CPH 527 Epidemiology of Disease</td>
<td>4</td>
</tr>
<tr>
<td>CPH 531 The Social Context of Public Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>CPH 526 Epidemiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>CPH 522 Communication &amp; Informatics</td>
<td>3</td>
</tr>
<tr>
<td>CPH 523 Global Perspectives &amp; Program Development</td>
<td>3</td>
</tr>
<tr>
<td>CPH 521 Social Determinants of Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Principles and Practice Courses (18 credits)**

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

*Electives: Other courses may be substituted based on student interest and focus.

**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 & Health Disparities track and the Doctor of Philosophy program. See the Doctor of Philosophy section of the School of Nursing Catalog/Student Handbook for the program of study if you are interested in that option.

**Doctor of Nursing Practice**

The OHSU School of Nursing Doctor of Nursing Practice program is a practice-based doctoral degree program that prepares nurses to be leaders in innovative practice. Graduates will have the skills 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 OHSU DNP Program focuses on preparing advanced practice nurses, including nurse practitioners, clinical nurse specialists, nurse-midwives and nurse anesthetists, who will practice at the most advanced level of nursing.

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 OHSU DNP Program is available to distance education students in selected specialties through a variety of remote educational technologies. Multi-day intensive sessions are held on the Portland campus each academic quarter to allow for face-to-face learning.

Upon completion of all required coursework, students will complete an extended clinical residency of a 12-24 credits over three quarters. This practice experience will provide an opportunity for students to integrate and synthesize essential knowledge in an area of specialized nursing practice. Students will select and conduct clinical inquiry projects that translate research into practice, evaluate the use of evidence to improve practice, and improve patient care and
system outcomes, while serving as skilled leaders to facilitate inter-professional collaboration. The clinical inquiry project is carried out in conjunction with the clinical residency.

**DNP Competencies**

The DNP program prepares nurses who will, using leadership and collaboration:

- Practice within an advanced practice nursing specialty in a professional, evidence-based, skilled and ethical manner
- Influence health and health outcomes of individuals, groups, and populations through clinical inquiry
- Influence health policy and systems of health care in the local, regional, state, national and international forums

All DNP students are required to pass the established Interim and Terminal Benchmarks as indicated below.

**Interim & Terminal Benchmarks**

Refer to DNP Program guidelines or OHSU School of Nursing policy page.

**Postmaster’s DNP**

*The OHSU postmaster’s DNP Program is available to distance education students through a variety of remote educational technologies. For applicants with an advanced practice nursing degree, the OHSU School of Nursing offers a postmaster’s DNP program of study. The postmaster’s DNP program is available to current advanced practice nurses and requires a minimum of 54 credits. Students are required to attend multi-day face-to-face intensive sessions in Portland a minimum of four times per year (once per academic quarter).*

**Postmaster DNP Program of Study**

**Required Courses: DNP Core (48 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700 Introduction to Doctor of Nursing Practice/ADAPT</td>
<td>1</td>
</tr>
<tr>
<td>NURS 703 Clinical Inquiry</td>
<td>7</td>
</tr>
<tr>
<td>NURS 711 Information Systems and Technology Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 712 Equity in Health &amp; Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713 Evaluating Evidence for Advanced Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 714 Clinical Inquiry Methods</td>
<td>4</td>
</tr>
<tr>
<td>NURS 721 Genomics in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURS 731 Ethics for Scholarly Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733 Health Systems, Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735 Applied Health Care Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790 Clinical Residency</td>
<td>12</td>
</tr>
</tbody>
</table>

**Electives**

| Electives                                                             | 6       |

*Total credits 54*

**Postbaccalaureate DNP**

**Adult Health & Illness Clinical Nurse Specialist (AHI-CNS)**

The Adult Health and Illness Clinical Nurse Specialist Doctor of Nursing Practice postbaccalaureate program is designed to prepare advanced practice nurses to play a unique role in the delivery of high quality nursing care and the leadership and coordination of inter-professional health care. Students develop expertise in managing health and illness in individuals and groups in their chosen specialty population. Students acquire competencies in the three spheres of clinical nurse specialist influence: patient/client; nurses and nursing practice; organization/system. Students develop consultation and inter-professional collaboration skills with an emphasis on improving clinical outcomes for the student’s specialty population.
**Required Courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515A Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515B Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 519A Applied Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 519B Applied Pharmacology II</td>
<td>2</td>
</tr>
</tbody>
</table>

**AHI-CNS Specialty Courses (29 credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 537 Principles of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NURS 709BA Clinical Nurse Specialist Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 709BB Clinical Nurse Specialist Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 709BC Clinical Nurse Specialist Practicum III</td>
<td>6</td>
</tr>
<tr>
<td>NURS 709BD Clinical Nurse Specialist Practicum IV</td>
<td>6</td>
</tr>
<tr>
<td>NURS 725 Management of Symptoms and Functional Problems in Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736 Management of Chronic Illness in Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 737 Management of Acute Illness in Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

**DNP Core (63 credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700 Introduction to Doctor of Nursing Practice/ADAPT</td>
<td>1</td>
</tr>
<tr>
<td>NURS 703 Clinical Inquiry</td>
<td>7</td>
</tr>
<tr>
<td>NURS 711 Information Systems and Technology Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 712 Equity in Health &amp; Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713 Evaluating Evidence for Advanced Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 714 Clinical Inquiry Methods</td>
<td>4</td>
</tr>
<tr>
<td>NURS 721 Genomics in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURS 722 Professional Issues in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 731 Ethics for Scholarly Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733 Health Systems, Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735 Applied Health Care Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790 Clinical Residency</td>
<td>24</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
</table>

**Total credits**

113
Family Nurse Practitioner (FNP)

The Family Nurse Practitioner (FNP) Doctor of Nursing Practice postbaccalaureate 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; 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.

Required Courses:

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

FNP Specialty Courses (46 credits)

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

DNP Core (63 credits)

| NURS 700 Introduction to Doctor of Nursing Practice/ADAPT | 1       |
| NURS 703 Clinical Inquiry | 7       |
| NURS 711 Information Systems and Technology Health Care | 3       |
| NURS 712 Equity in Health & Health Care | 3       |
| NURS 713 Evaluating Evidence for Advanced Nursing Practice | 4       |
| NURS 714 Clinical Inquiry Methods | 4       |
| NURS 721 Genomics in Health Care | 2       |
| NURS 722 Professional Issues in Advanced Nursing Practice | 3       |
| NURS 731 Ethics for Scholarly Practice | 3       |
| NURS 733 Health Systems: Organization and Change | 3       |
| NURS 734 Health Policy | 3       |
| NURS 735 Applied Health Care Economics and Finance | 3       |
| NURS 790 Clinical Residency | 24      |

Electives

Total credits 130
Nurse Midwifery

**Advanced Practice Nursing Core (15 credits)**
- NURS 515A Advanced Physiology/Pathophysiology I 3
- NURS 515B Advanced Physiology/Pathophysiology II 3
- NURS 517 Health Assessment/Physical Diagnosis for Advanced Practice Nursing 4
- NURS 519A Applied Pharmacology I 3
- NURS 519B Applied Pharmacology II 2

**Specialty Courses (52 credits)**
- NURS 507B Fundamentals of Teaching Nurse-Midwifery Students 3
- NURS 509L Practicum in Antepartum and Postpartum Management 2
- NURS 509M Practicum in Nurse-Midwifery Mgmt of the Intrapartum Period 3
- NURS 509N Practicum in Nurse-Midwifery Management I 3
- NURS 509O Practicum in Advanced Women's Health Care Management 2
- NURS 509P Practicum in Nurse-Midwifery Mgmt II 3
- NURS 509Q Advanced Practicum in Nurse-Midwifery 9
- NURS 509X Intrapartum Practicum in Nurse-Midwifery 2
- NURS 509Y Practicum in Primary Care of Nurse-Midwives 1
- NURS 518 Reproductive Health Care Management 3
- NURS 581 Nurse-Midwifery Management of the Intrapartum Period 4
- NURS 582 Management of the Newborn 3
- NURS 583 Foundations of Midwifery Care During the Reproductive Cycle 4
- NURS 584 Antepartum & Postpartum Management 4
- NURS 585 Primary Care for Nurse-Midwives 4
- NURS 588 Advanced Women's Health Care Management 2

**DNP Core (63 credits)**
- NURS 700 Introduction to Doctor of Nursing Practice/ADAPT 1
- NURS 703 Clinical Inquiry 7
- NURS 711 Information Systems and Technology Health Care 3
- NURS 712 Equity in Health & Health Care 3
- NURS 713 Evaluating Evidence for Advanced Nursing Practice 4
- NURS 714 Clinical Inquiry Methods 4
- NURS 721 Genomics in Health Care 2
- NURS 722 Professional Issues in Advanced Nursing Practice 3
- NURS 731 Ethic for Scholarly Practice 3
- NURS 733 Health Systems, Organization Change 3
- NURS 734 Health Policy 3
- NURS 735 Applied Health Care Economics and Finance 3
- NURS 790 Clinical Residency 24

*Electives 6*  

*Total Credits 136*
Psychiatric/Mental Health Nurse Practitioner

The psychiatric mental health nurse practitioner (PMHNP) Doctor of Nursing Practice postbaccalaureate program prepares registered nurses to practice in health care settings that promote mental health for individuals, families and groups across the lifespan.

Advanced psychiatric mental health nursing involves treatment of mental illness and the prevention of mental and emotional problems arising from the interaction among biological and neurophysiological vulnerabilities; psychological and developmental factors; and environmental stressors.

The PMHNP curriculum prepares students to assess, diagnose and manage acute and persistent mental health problems as an independently licensed professional. The student is prepared to use a variety of health interventions including both psychotherapy and psychopharmacologic interventions. Additionally, the mental health systems that impact mental health care are analyzed. Students gain a solid foundation in clinical practice addressing the health care needs of individuals, groups and families across the lifespan. All students participate in both adult and child/adolescent focused clinical experience that is interdisciplinary, collaborative and culturally appropriate. In addition to psychiatric mental health coursework, the student takes foundational nurse practitioner coursework which includes advanced health assessment, pathophysiology and pharmacology.

**Required Courses: Advance Practice Nursing Core (13 credits)**

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

**PMHNP Specialty**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 541 Theories &amp; Systems for Psychiatric Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 544 Human Development in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571A Assessment, Diagnosis &amp; Treatment in Adv. PMHN: Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 571B Assessment, Diagnosis &amp; Treatment in Adv. PMHN: AdultNU</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572A PMHN Intervention V: Child &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572B Adv. PMHN Intervention I: Individual &amp; Group Therapy with Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572C Adv. PMHN Intervention II: Brief Therapies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 572D Adv. PMHN III: Community Mental Health Adv. Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 574A Psychopharmacology: Adult</td>
<td>4</td>
</tr>
<tr>
<td>NURS 574B Psychopharmacology: Children &amp; Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>NURS 509K Practicum in Adv. Psychiatric Mental Health Nursing Roles: Adults</td>
<td>4-13</td>
</tr>
<tr>
<td>NURS 509KC Practicum in Adv. Psychiatric Mental Health Nursing Roles: Child &amp; Adolescents</td>
<td>4-13</td>
</tr>
</tbody>
</table>

**DNP Core (63 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700 Introduction to Doctor of Nursing Practice/ADAPT</td>
<td>1</td>
</tr>
<tr>
<td>NURS 703 Clinical Inquiry</td>
<td>7</td>
</tr>
<tr>
<td>NURS 711 Information Systems and Technology Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 712 Equity in Health &amp; Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713 Evaluation Evidence for Advanced Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 714 Clinical Inquiry Methods</td>
<td>4</td>
</tr>
<tr>
<td>NURS 721 Genomics in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURS 722 Professional Issues in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 731 Ethics for Scholarly Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 733 Health Systems, Organization, and Change</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735 Applied Health Care Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790 Clinical Residency</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (6 credits)**

**Total credits required** 125
Doctor of Philosophy

The PhD program at the OHSU School of Nursing is a research focused doctoral program that prepares graduates for a career teaching future generations of nursing and conducting research that contributes to the body of knowledge for nursing practice. Students will work closely with a faculty advisor and will have the opportunity to participate in a research practicum designed to develop their dissertation research. As part of the PhD program, students will be trained in the rigors of conducting nursing research that generates, tests, refines, or extends practice-relevant theory and knowledge.

The OHSU School of Nursing offers both postmaster's and postbaccalaureate programs of study. The postmaster's program requires a minimum of 90 credits of graduate course work beyond the master's degree and a completed dissertation summarizing independent research. The postbaccalaureate program requires a minimum of 113 credits as well as the completed research dissertation. A typical program of study requires 9-11 credits per quarter in a three quarter academic year; few courses are available during the summer quarter. Course work is available in nursing education for students interested in becoming faculty in schools of nursing. Upon completion of the PhD program, graduates will be able to:

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

### PhD Program of Study

**Courses**

<table>
<thead>
<tr>
<th>Graduate Core (8 credits)</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510 Research Methods &amp; Evidence-Based Practice</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 512 Critical Analysis of Health Disparities</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge Development Seminars (12 credits)**

<table>
<thead>
<tr>
<th>Knowledge Development Seminars</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607O Nursing Knowledge Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 607P Clinical Application Seminar</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Nursing Research Core (41 credits)**

<table>
<thead>
<tr>
<th>Nursing Research Core</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601 Research Practicum</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS 610A Conceptualization in Nursing Research</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 610B Research Design</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612A Nursing and Philosophy of Science I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS 612B Nursing and Philosophy of Science II</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS 616A Qualitative Methods for Nursing Research I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616B Qualitative Methods for Nursing Research II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 617A Applied Statistics I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 617B Applied Statistics II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Advanced Measurement</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620 Ethics in the Conduct of Research</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 654 Health Disparities</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 656 Theoretical Perspectives for Research in Nursing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 657 Synthesis of Nursing Literature</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Substantive Theory (check with advisor prior to registering)**

<table>
<thead>
<tr>
<th>Substantive Theory</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607H Selected Topics in Nursing</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>NURS 625 Design &amp; Analysis for Nursing Intervention Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 640 Symptom Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 641 Physical Activity for Prevention &amp; Management of Chronic Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 642 Cross Cultural Perspectives in Nursing Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 643 Theoretical &amp; Methodological Approaches in the Study of Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 644 Violence &amp; Trauma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 650 Contemporary Issues in Gerontology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 652 Understanding &amp; Intervening in Common Mental Health Problems of Elders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 661 Curriculum &amp; Instruction in Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 662 Assessment &amp; Learning in Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 663 Simulation in Nursing Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 664 Clinical Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 734 Health Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPH 633 Epidemiology Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPH 622 Global Perspective &amp; Program Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPH 632 Social Determinants of Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPH 621 Communication &amp; Informatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPH 637 Principles of Health Behavior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Electives/Cognate**

<table>
<thead>
<tr>
<th>Electives/Cognate</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 607B or NURS 607E</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**Dissertation**

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

**Master of Public Health Credits**

<table>
<thead>
<tr>
<th>Master of Public Health Credits</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Postbaccalaureate</th>
<th>Postmaster’s (MPH/PHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>113</td>
<td>90</td>
<td>128</td>
</tr>
</tbody>
</table>
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, the PhD Curriculum Committee, and the Director of the PhD program. Failure by a student to successfully meet these benchmarks may result in probation or dismissal from the program.

Interim and Terminal Benchmarks:

First Year Evaluation: The purpose of the first year evaluation is to provide students early feedback on their performance. All first year students (part-time and full-time) will be evaluated when they have completed six of the nine core first year courses. A key feature of the first-year evaluation is to provide students feedback including articulation of strengths, limitations, and deficiencies.

Comprehensive Examination: The purpose of the PhD Program Comprehensive Examination is to assess a student’s ability to apply the concepts covered in the core courses of the PhD Program. The exam tests the student’s general knowledge development processes and understanding of qualitative and quantitative methodologies. This examination takes place after successful completion of all core PhD coursework.

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 student’s dissertation 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.

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 fellow’s program of research through the conduct of pilot projects, preparation of grant applications, publications, and presentations.

Postdoctoral research programs are individually negotiated between fellows and one or more faculty sponsors. Applicants interested in obtaining postdoctoral research fellowships at OHSU School of Nursing should contact the faculty member whose area of interest best matches their own and negotiate a possible sponsor relationship.
The uniform course numbering system of the Oregon University System, as it applies to the School of Nursing is as follows:

- 100-299 Lower division level
- 300-499 Upper division level
- 500-599 Graduate courses offered primarily in support of master's level programs
- 600-699 Graduate courses offered primarily in support of doctoral level programs
- 700-799 Professional courses which may be applied to a professional degree

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. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. Offered on some campuses as NRS 210A (4 credits) and NRS 210B (5 credits).
Prerequisite: Admission to the undergraduate nursing program

NRS 112/212 Foundations of Nursing in Acute Care I
6 credits
This course introduces assessment and common interventions (including technical procedures) for care of patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences.
Prerequisite: NRS 110/210: Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233.

NRS 112/212 Foundations of Nursing in Acute Care I
6 credits
This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences.
Prerequisite: 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. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics, and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.
Prerequisites: Anatomy and Physiology sequence; Microbiology

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

Prerequisites: NRS 230

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

Prerequisites: Anatomy and Physiology sequence; Microbiology

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

Prerequisites: NRS 232

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

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

NRS 222/322 Nursing in Acute Care II & End-of-Life 9 credits
This course builds on Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions, some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. Evidence base is used to support appropriate focused assessments, and effective, efficient nursing interventions. 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, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences.

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

NRS 301 RN Transition Course I: Introduction to Evidence Based Practice and Health Promotion 3 credits
This course introduces the learner to the framework of the OCNNE curriculum. The emphasis is on health promotion across the life span including development of individual and family personal health skills and their context within the community. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. To support personal/client health and behavior choice practices, students learn to access research evidence about the screening, assessment and reduction of health risks and enhancement of protective factors; apply health promotion, communication, systems, growth and development theories; explore personal and professional goals; and use reflective thinking about their practice as nurses. Students bring clinical exemplars from their practice to the classroom. Includes classroom and/or online and/or self-directed learning experiences.

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

NRS 302 RN Transition Course II: Pathophysiological Processes: A Foundation for Nursing Practice 3 credits
This course provides an introduction to pathophysiological processes that underlie many different disease states and health deviations across the lifespan. Human responses to these pathophysiological processes will be explored to provide a foundation for nursing practice.

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

NRS 303: RN Transition Course III: Chronic Illness 3 credits
This course introduces the RN to concepts that underlie evidence-based nursing practice with persons and families who live with chronic conditions across the life span in major ethnic groups within Oregon. The client and family’s “lived experience” of the illness, coupled with clinical practice guidelines and extant research evidence are the basis for practice in providing care to the chronically ill. Case exemplars include children with asthma, adolescent with...
a mood disorder, Type II diabetes, and older adults with dementia, as well as exemplars from the learners practice. Includes online and/or face-to-face class sessions, as well as directed learning experiences.

**NRS 304 RN Transition Course IV: Chronic Illness & End of Life**

*3 credits*

The course focuses on evidence-based nursing interventions to support symptom management, and family care giving in chronic illness and at end of life. Ethical issues related to advocacy, self-determination, and autonomy are examined, as are the knowledge and skills required for complex symptom management, and collaborating in interdisciplinary teams. The impact of individual and family developmental stages and spiritual and cultural beliefs are explored in the context of client and family centered comfort and palliative care. Exemplars include patients with chronic mental illness and other complex disease trajectories reflecting chronic illness and disabilities affecting functional status and family relationships. Includes classroom and/or online sessions as well as directed learning experiences.

**NRS 303 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 and well as other chronic conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences.

**NRS 331 RN Transition Course III: Chronic Illness & Endof-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 & patient teaching for discharge planning or end-of-life care. Includes classroom and clinical learning experiences.

**Prerequisites:** Admission to the Baccalaureate Completion Program for RNs (RNBS).

**NRS 410 Population-Based Care**

*9 credits*

This course is intended to prepare nurses in the practice of community and public health nursing to contribute to the overall public health mission of assuring conditions conducive to health. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and the social sciences, and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze prevalent population-based health issues, including chronic disease and disability; conduct community assessments; and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes classroom, independent, and clinical 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, and NRS 411, and statistics concurrent or prior to NRS 410.

For Accelerated Baccalaureate Students: NRS 331 and NRS 332.

**NRS 410A Population-Based Care**

*3 credits*

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

**Prerequisites:** Admission to the Baccalaureate Completion Program for RNs (RNBS), RNBS Traditional: NRS 301, NRS 302, NRS 303.

**NRS 410B Population-Based Care**

*6 credits*

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

NRS 412A Leadership and Outcomes Management in Nursing
3-5 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 to propose performance 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 agency 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, NRS 301, NRS 302, NRS 303, and NRS 304
RNBS Traditional: NRS 301, NRS 302, NRS 303, and NRS 304

NRS 412B Leadership and Outcomes Management in Nursing
3-5 credits (3 credits for Accelerated Baccalaureate Students)
This course continues to provide 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 to propose performance 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 agency learning experiences.
Prerequisites: Admission to Baccalaureate Completion Program for RNs (RNBS) or Accelerated Baccalaureate Program.
RNBS students: NRS 301, NRS 302, NRS 303, NRS 304 prior or concurrent NRS 412A.
Accelerated Baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, and NRS 331.

NRS 424 Integrative Practicum I
9 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. Analysis and reflection throughout the clinical experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322, NRS 221/321, NRS 301, NRS 302, NRS 303, NRS 304, NRS 411, and NRS 412.
Concurrent: 1 credit of NRS 424 A-H
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 student's 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, the Society of Pediatric Nurses (SPN) Recommendations for Child Health Content in the Undergraduate Curriculum 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 with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.

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 with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.

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 with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.

NRS 424D Focus on Acute Care of Adults, Older Adults and Families I
1 credit
This course builds on prior learning about acute care of adults, older adults and their families, increasing the depth of understanding about this patient population. The selected course topics are based on OCNE competencies, course outcomes for N424, and prevalent problems in adult acute care population including 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 with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.

NRS 424E Focus on Psychiatric/Mental Health Nursing I
1 credit
This course builds upon prior learning about nursing care of patients with mental health issues, 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 (ISP, 2005). Many of the topics that have been identified are necessary for meeting the current mental health workforce needs. Teaching-learning will be done through on-line sources and clinical learning experiences. 
Prerequisites: Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college. For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

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 with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.

NRS 424G Focus on Nursing Care of Culturally Diverse Populations I
1 credit
The present day societal influences on individuals, families and communities are a concern for nursing education and there must be a sanctioned mandate to facilitate nursing educators and students to recognize and honor 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 a combination of online and experiential learning using inquiry based learning as defined by (Magnusen, 2001) 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. Students will learn to access professional and lay resources and knowledge about the cultural context of health and illness to develop competence with respect to nursing practice in a multicultural society.
Prerequisites: Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.

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. 
Prerequisites: Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
NRS 424A | Focus on Community Based Care of Children, Adolescents and Families II
1 credit
This course builds on NRS 424B. 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.

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.

NRS 425C | Focus on Community Based Care of Adults, Older Adults and Families II
1 credit
This course builds on NRS 424C and 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 425, 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.

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.

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. Teaching-learning will be done through on-line sources and clinical learning experiences. Prerequisites: NRS 424 and NRS 424E or concurrent. Concurrent: NRS 425.
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.

NRS 425G Focus on Nursing Care of Culturally Diverse Populations II
1 credit
In this course students will discuss some of the important influences on the health status of individuals, families, and communities, particularly with respect to the concept of culture. In addition to the expectation you will draw on discussions and readings from your past sophomore and junior courses. Students will reflect on how NURSE’s can respect and support differences among clients regarding culture, ethnicity, spirituality, and communication patterns, as well as personal beliefs and practices relating to health and healing. We will examine the socio-economic, historical and political influences that contribute to the creation of health for clients and communities, with special consideration given to individuals, families and communities or populations who may be stigmatized, invisible, marginalized, or vulnerable in some way.
Prerequisites: NRS 424 and NRS 424G or concurrent.
Concurrent: NRS 425.

NRS 425H Focus on Rural Populations II
1 credit
This course builds upon learning in N424H. Rural populations may have significant health disparities. This course highlights four specific populations who are likely to be at risk. You will learn about their special needs and develop a health plan for a client who is at risk in your community. This course builds on NRS 424H: Principles of Rural Health Nursing. Teaching-learning will be done through online sources.
Prerequisites: NRS 424 and NRS 424H or concurrent.
Concurrent: NRS 425.

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.
Prerequisite: Admission to the Baccalaureate Completion Program for RNs (RNBS), NRS 424I.
Concurrent: NRS 426A or B or NRS 412A or B.
For RNBS Traditional Students: NRS 301, NRS 302, NRS 303, and NRS 304

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 on-line 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 Traditional RNBS: NRS 301, NRS 302, NRS 303, NRS 304

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 Traditional RNBS NRS 301, NRS 302, NRS 303, NRS 304

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 412B.
Graduate Course Descriptions

Community & 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 credits (6 credits required to graduate)
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 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 528/628 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
COURSES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 530/630 Introduction to Biostatistics</td>
<td>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</td>
</tr>
<tr>
<td>CPH 531/631 The Social Context of Public Health Policy</td>
<td>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 intra-reflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they affect 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</td>
</tr>
<tr>
<td>CPH 532/632 Professionalism, Ethics, &amp; Systems Thinking in Public Health</td>
<td>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</td>
</tr>
<tr>
<td>CPH 540/640 Health Systems Organization</td>
<td>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</td>
</tr>
<tr>
<td>CPH 631 Policy and Ethics of Social and Structural Inequality in Public Health</td>
<td>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 intra-reflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they affect 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</td>
</tr>
<tr>
<td>CPH 632 Epidemiology Survey</td>
<td>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</td>
</tr>
</tbody>
</table>
CPH 634C Social Determinants of Health Disparities
3 credits
This course will examine the social factors that contribute to health disparities among marginalized populations (or culturally diverse populations) in the United States, with a view toward understanding the current health disparity issues. Trends will be explored and discussed that examine the contextual factors of neighborhood and community that contribute or are related to health disparities among these populations. Cultural strengths and resiliency factors inherent in these communities will be examined; innovative programs and interventions will be highlighted. Prerequisites: None

CPH 635 Professionalism, Ethics, & 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 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 visions 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 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 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 639 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 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
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: NURS 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
1-2 credits
This course is designed as an overview of fundamental principles classroom and clinical teaching applied to the education of nurse-midwives. Content will include principles of adult learning, teaching and learning styles, clinical supervision and mentoring, competency based education and evaluation of learning. Required for all nurse-midwifery students. Prerequisites: None

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

NURS 507G Advanced Concepts in Nursing: Evidence-based Practice
3 credits
This course introduces students to types of evidence which support clinical and policy decisions in nursing. Students will be given experience in locating, evaluating, and summarizing scientific evidence to support nursing assessment and interventions in health promotion, chronic illness management, and palliative care. Emphasis will be placed on identification of competencies and design of learning activities to integrate evidence-based practice into nursing undergraduate programs. Prerequisites: None

NURS 507I/607I Selected Topics in Nursing Education
1-3 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.

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
2-3 credits
This practicum course develops and refines a student's competency in managing a caseload, a population, and educational program, or health services. Within one of these contexts, the student takes a role in initiating, managing, or sustaining collaborative efforts related to a change and or improvement in services. This practicum may be taken for variable credit.

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: Successfully 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 full 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 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults
1-6 credits per term (4-13 across program)
In the collaborative forum of N509K, 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: NURS 571B or permission of faculty

NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child & Adolescent
1-6 credits per term (4-13 across program)
In the collaborative forum of NURS 509KC, 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: NURS 571A or permission of faculty

NURS 509L Practicum in Antepartum and Postpartum Management
2 credits
This course focuses on clinical application of content from 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: 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 NURSS81: 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 A&B, NURS 518, and NURS 588

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

NURS 509Q Advanced Practicum in Nurse-Midwifery
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 midwifery 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.
Prerequisite: 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 508S
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 credit
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 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 will be 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 523 or permission of faculty

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 of all Midwifery students.
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&B, NURS 517, NURS 519 A & NURS 519B

NURS 509Z 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 in labor and delivery in as an RN or birth experience as a direct entry midwife.
Prerequisites NURS 581 and NURS 509M

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

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

NURS 514 Health Promotion and Health Protection
3 credits
This course emphasizes assessment and management of health promotion and protection with individuals, families, or communities throughout the lifespan. It examines research-based strategies, nursing interventions and theoretical frameworks for advanced nursing practice.
Prerequisites: None
NURS 515A Advanced Physiology/Pathophysiology I
3 credits
This foundational course uses physiological concepts as a basis for understanding pathophysiological processes across the life span. Pathophysiological processes are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based processes (e.g., pain). Emphasis is placed on the physiological and pathophysiological base for managing clinical problems. A working knowledge of undergraduate anatomy, physiology, and pathophysiology is assumed.
Prerequisites: None

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

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

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

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

NURS 519A Applied Pharmacology I
3 credits
This foundational course addresses pharmacotherapeutics for advanced nursing practice with children and adults, including pharmacokinetics, pharmacodynamics, 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, or 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 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 FNP  
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 507CA 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 anaesthesis 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 Caregivers  
3 credits  
In this course, the student will gain advanced knowledge in the assessment of the older adult's health status for the purposes of health promotion, health protection and disease prevention. Assessment of the older adult's support systems including family will also be introduced as well as intervention strategies for individuals as well as elder 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: Master & PMCO student: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564  
Doctoral level students: None

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: Master & PMCO student: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564  
Doctoral level students: None
NURS 540 Developing Learning Activities Regarding Common Geriatric Syndromes
3 credits
In this course, the student will gain advanced knowledge in the nursing care of older adults experiencing common geriatric syndromes. 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:
Master & PMCO student: NURS 510 or equivalent, NURS 561, NURS 562, NURS 564
Doctoral level students: None

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 PMHN 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: NURS 510 or equivalent. Graduate students in advanced practice nursing programs must have completed at least one NURS 509 clinical practicum course with adults.

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: NURS 510 or equivalent. Graduate students in advanced practice nursing programs must have completed at least one NURS 509 clinical practicum course with adults.

NURS 544 Human Development in Advanced Nursing Practice
3 credits
This course will refine and advance knowledge of growth and development and apply it to clinical practice with children, adolescents and their families. Physical, psychological, linguistic, cognitive, emotional and moral theories and principles of growth and development will be studied and applied to advanced nursing practice with children and adolescents. Emphasis will be placed on determining the range of normative developmental practice with children and recognizing when behaviors warrant further evaluation. Students will draw from developmental theories to formulate clinical impressions and recommendation.
Prerequisites: Admission to the PMHN program and NURS 571A and NURS 517B or permission of instructor

NURS 545 Illness and Disability in Childhood and Adolescence
3 credits
This course examines selected theoretical, research, and clinical literature for the care of children and adolescents experiencing illness and disabilities. Selected concepts include a) chronic illness and disabilities, b) individual and family perspectives, c) loss in children, adolescents and families, exemplar chronic conditions. This course builds on previous knowledge about growth and development, health promotion, psychosocial, and cultural theories about health and illness. Selected models and strategies for assessment and intervention are addressed. Early intervention and referral strategies are explored.
Prerequisites: None

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

NURS 552 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 PMHN students or permission from faculty for other specialties
NURS 561/661 Curriculum and Instruction in Nursing 3 credits
This course emphasizes new advances in the science of learning as applied to performance-based curriculum models and instructional design. Performance-based curriculum models are compared to other models in use in current nursing education programs. Prerequisite: One year of graduate course work or permission of instructor

NURS 562/662 Assessment of Learning in Nursing 3 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 instru ctional 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. Prerequisite: One year of graduate course work or permission of instructor, NURS 561/661

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 judgment, and clinical education. Students will be guided through the identification of key competencies and relevant and predictable clinical learning opportunities in their practice settings. Issues in clinical education, staff-faculty and student faculty interactions and in the national movement for clinical education reform will be explored. Prerequisite: Permission of Instructor

NURS 565/665 Best Practices in Teaching Nursing 1 credit
This course is an examination of recent research in college teaching, focusing on studies particularly relevant for classroom teaching in nursing education. Includes observation of expert teachers and analysis of their practices. Prerequisite: None

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. Prerequisite: None

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

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 & 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-behavior, humanistic, and experiential — will be emphasized. Central to the course
will be the therapeutic relationship and clinical foundation 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 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 541, NURS 544, NURS 571B, NURS 572B, NURS 574A

NURS 572D Advanced Psychiatric-Mental Health Nursing Intervention III: Community Mental Health Advanced Practice Nursing
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 572D, NURS 574A, 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 psychopharmaco-therapeutic decision-making. This course will include an introduction to clinical application of psychopharmacological interventions.

Prerequisites: NURS 515 A 7 B or concurrent, NURS 519A or concurrent, NURS 571B or permission of the instructor.

NURS 574B Psychopharmacology: Child & Adolescents
2 credits

This course examines the neurobiological basis and developmental pharmacokinetics for psychopharmacological decision-making with children and adolescents. The 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 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 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, childbirth education, and the midwifery model of care.

Prerequisites: Admission to the nurse-midwifery program or permission of instructor
NURS 584 Antepartum & 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&B, NURS 518, NURS 519 A&B

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

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 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  
1-3 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 610A Conceptualization in Nursing Research
3 credits
This course focuses on critical analysis of the concepts used in nursing research. Students analyze a concept of relevance to their research area from a variety of perspectives. Criteria for critique of the conceptual aspects of research are explored.
Prerequisites: Master's degree or completion of courses in first year of post-baccalaureate doctoral program of study.

NURS 610B Research Design
3 credits
This course focuses on the major types of research designs and their application to nursing research. Alternative ways of studying questions of relevance to nursing science and implications of choosing a research design will be explored.
Prerequisites: NURS 610A, NURS 612A

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

NURS 612B Nursing and Philosophy of Science II
2 credits
This course is the second in a two-quarter sequence, in which the systematic development of knowledge of nursing is examined. Epistemological, ontological and methodological assumptions of major inquiry paradigms are further explored. Controversial issues and questions in the development of nursing science will be identified and examined from the perspective of selected inquiry paradigms.
Prerequisites: NURS 610A, NURS 612A

NURS 616A Qualitative Methods I: Qualitative Methods for Nursing Science
3 credits
This is an introductory course on qualitative research methods. Philosophical assumptions and theoretical perspectives underlying qualitative research methods will be explored. Specific content includes general methods of qualitative design, methodological rigor, and ethical concerns. An overview of various qualitative methodologies will be introduced.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B

NURS 616B Qualitative Methods II: Advanced Qualitative Methods for Nursing Science
3 credits
In this advanced course on qualitative research methods, students will analyze specific modes of inquiry, including Grounded Theory, Phenomenology, Hermeneutics, Participatory Action Research, Narrative Analysis, Ethnography, and Qualitative Description. Additional advanced content includes evaluating qualitative research and introducing contemporary issues related to qualitative research.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B

NURS 617A Applied Statistics I
3 credits
Students will learn to use inferential statistics to test research hypotheses. Particular emphasis is placed on testing research questions about group differences using t-tests, analysis of variance, and chi-square.
Prerequisites: Course in basic statistics, NURS 610A, NURS 612A, NURS 610B, NURS 612B

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

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 Ethics in the Conduct of Research
3 credits
This core PhD course provides an overview of the issues in and theories behind ethically responsible conduct of research. It covers basic concepts in bioethics, historical background for current views of scientific misconduct (including difficult cases), and an understanding of what is considered ethically appropriate research today. The topics of informed consent will be covered as will specific issues in various types of research, including clinical trials and research with vulnerable populations. Preparing an informed consent form for the IRB and research integrity "nuts and bolts" will also be covered.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B

NURS 625 Design and Analysis for Nursing Intervention Studies
3 credits
This course focuses on the development and conduct of nursing intervention studies. Experimental and quasi-experimental designs in nursing research and the analyses applied to these designs are emphasized. Special attention will be given to the development and description of independent variables and the selection and measurement of dependent variables. Prequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B, NURS 617A, NURS 617B

NURS 640 Symptom Management
3 credits
The purpose of this course is to review the conceptualization and research base underlying knowledge for symptom management. The course addresses current knowledge in symptom management, programs of research, research issues, translating research into practice, and emerging issues in symptom management. Students will analyze the state of the knowledge on a symptom or group of symptoms and an overview of confirmatory factor analysis.
Prerequisites: NURS 610A, NURS 612A

NURS 641 Physical Activity for the Prevention and Management Chronic Disease
3 credits
This seminar course focuses on the current theories and research on the role of physical activity for prevention and management of chronic disease. Students will gain an understanding of: 1) the link between activity and disease prevention and/or management, including the mechanism of causation and the dose of activity necessary for change; 2) the gaps in knowledge regarding such links for certain diseases that could lead to important research questions, and 3) the methodology used, and its limitations, for assessing the role of physical activity in chronic disease prevention/management.
Prerequisites: NURS 610A, NURS 612A

NURS 642 Cultural Perspectives for Nursing Research
3 credits
This course provides an examination of the uses of the concept of "culture" in nursing research. We will examine the conceptualization of the term "culture" as well as other related, and potentially confounding concepts, such as "ethnicity, " "race," social class, assimilation, and acculturation. We will examine the operationalization of the term culture, for example and work on assimilation and acculturation. Finally, we will examine a set of case examples using the concept of culture. Students will each present their own findings from an analysis of literature on "culture" and a topic of interest to them.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B, NURS 616A, NURS 616B may be concurrent.

NURS 643 Theoretical and Methodological Approaches in the Study of Family Health & Illness across the Life Span
3 credits
This course focuses on the study of the family's central role in promoting health and preventing illness of members, and in providing care to ill family members. Health and social policies shaping the family's role in health and illness will be examined. Research with families and their children and families and older persons will be included.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B may be concurrent.

NURS 644 Violence and Trauma
3 credits
Gender-based violence, or violence against women, is a major public health and human rights problem throughout the world. The course provides the opportunity to critically identify and analyze gender-based violence and its impact on the physical, reproductive and sexual, and psychological health of the female survivor. The course includes theoretical approaches to the study of gender-based violence, determinants of gender-based violence, clinical manifestations of various forms of violence, and culturally competent interventions at the individual, family, and societal levels.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B, NURS 616A, NURS 617A may be concurrent.

NURS 650 Contemporary Policy Issues in Gerontology
3 credits
The focus of this course is on the critical analysis of contemporary policy issues in aging. An in-depth exploration of these issues will reveal potential research questions and discussions will elucidate the role of nursing research in answering complex questions about health services, delivery of residential services, financing, policy, and health disparities among older adults.
Prerequisites: Master's degree or completion of courses in first year of post-baccalaureate doctoral program of study

NURS 652 Theoretical and Methodological Approaches in the Study of Family Health & Illness across the Life Span
3 credits
This course focuses on the study of the family's central role in promoting health and preventing illness of members, and in providing care to ill family members. Health and social policies shaping the family's role in health and illness will be examined. Research with families and their children and families and older persons will be included.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B, NURS 616A, NURS 617A may be concurrent.

NURS 654 Violence and Trauma
3 credits
Gender-based violence, or violence against women, is a major public health and human rights problem throughout the world. The course provides the opportunity to critically identify and analyze gender-based violence and its impact on the physical, reproductive and sexual, and psychological health of the female survivor. The course includes theoretical approaches to the study of gender-based violence, determinants of gender-based violence, clinical manifestations of various forms of violence, and culturally competent interventions at the individual, family, and societal levels.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B, NURS 616A, NURS 617A may be concurrent.

NURS 655 Contemporary Policy Issues in Gerontology
3 credits
The focus of this course is on the critical analysis of contemporary policy issues in aging. An in-depth exploration of these issues will reveal potential research questions and discussions will elucidate the role of nursing research in answering complex questions about health services, delivery of residential services, financing, policy, and health disparities among older adults.
Prerequisites: Master's degree or completion of courses in first year of post-baccalaureate doctoral program of study

NURS 657 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: Graduate standing

NURS 654 Health Disparities
3 credits
This course will critically examine research methods for the study of health disparities with culturally diverse and/or underserved individuals and families. The conceptualization and measurement of variables representing risk and disparities in individual and family research will be given particular attention, including: gender, sexual orientation, race and ethnicity, income and education, disability, and geographic location. Research methods will be examined for their biases and for their ethical, policy, and funding consequences to individuals and families experiencing health disparities. Strategies to increase the research involvement and inclusion of individuals and families experiencing social and health disparities will be included.
Prerequisites: NURS 610A; NURS 612A; NURS 610B; NURS 612B; NURS 616A; NURS 616B; NURS 617A; NURS 617B

NURS 656 Theoretical Perspectives for Research with Individuals and Families
3 credits
This course focuses on the analysis of selected theoretical and conceptual perspectives for framing nursing research on individuals and families. These may include but will not be limited to: General Systems Approach, Symbolic Interaction, Ecological Perspective, Stress and Coping, Life Course Perspective, Social Conflict Theories, and Feminist Theories. Theoretical contributions from developmental psychology, social-cognitive-behavioral psychology, andbiosocial perspectives will be explored. Their implications for nursing research and theory development will be examined.
Prerequisites: Master's degree or completion of courses in first year of post-baccalaureate doctoral program of study

NURS 657 Synthesis of Nursing Literature
3 credits
This course focuses on analytic strategies used to interpret the literature and inform nursing research and the evidence-base for practice. This doctoral-level course focuses on interpreting and synthesizing information for the development of appropriate research questions and intervention guidelines within a specialty area of practice or population at risk.
Prerequisites: NURS 610A, NURS 612A, NURS 610B, NURS 612B, NURS 616A, NURS 617A may be concurrent.

NURS 661 Curriculum and Instruction in Nursing
3 credits
This course emphasizes new advances in the science of learning as applied to performance-based curriculum models and instructional design. Performance-based curriculum models are compared to other models in use in current nursing education programs.
Prerequisite: One year of graduate course work or permission of instructor

NURS 662 Assessment of Learning in Nursing
3 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 adn to guide performance assessment, construction of paper-and-pencil tests, the use of portfolios, and issues in grading achievement.
Prerequisite: One year of graduate course work or permission of instructor, and NURS 561/661

NURS 663 Simulation in Nursing Education
3 credits
This course examines a variety of clinical teaching models. It emphasizes the design of clinical learning experiences, drawing on studies of human learning, novice-expert development, clinical judgment, and clinical education. Students will be guided through the identification of key competencies and relevant and predictable clinical learning opportunities in their practice settings. Issues in clinical education, staff-faculty and student faculty interactions and in the national movement for clinical education reform will be explored.
Prerequisite: Permission of Instructor.

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

NURS 665 Best Practices in Teaching Nursing
1 credit
This course is an examination of recent research in college teaching, focusing on studies particularly relevant for classroom teaching in nursing education. Includes observation of expert teachers and analysis of their practices.
Prerequisite: None

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.
Prerequisite: None

NURS 700 Introduction to Doctor of Nursing Practice
1 credit
The course prepares students with essential strategies and tools needed at entry for scholarship in a practice doctorate. Prerequisites: None

NURS 703 Clinical Inquiry
1-3 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 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 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 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 515A, NURS 515B, NURS 517, NURS 519A, NURS 519B, NURS 709BA, NURS 709BB, NURS 709BC, NURS 725, NURS 736, NURS 737, and CPH 537

NURS 711 Information Systems and Technology in Health Care
1 credits
This course introduces information systems/technology and patient care technology in contemporary health care systems, for evidence-based care and outcomes evaluation in clinical practice. Students gain beginning proficiency in the use of information systems/technology and patient care technology resources to implement improvement initiatives, evaluate outcomes of care and support decision-making. Ethical, regulatory and legal issues related to information technology are addressed.
Prerequisites: None

NURS 712 Equity in Health and Health Care
3 credits
This course addresses concepts of equity/disparity in terms of both health and healthcare. Population health will be examined in terms of the environmental, social, economic, political and legal determinants of health and their ethical implications. Individual health and healthcare will be examined from the perspective of care systems, policies and professionals. Students will identify strategies for addressing both health and healthcare disparities.
Prerequisites: None

NURS 713 Evaluating Evidence for Advanced Nursing Practice
4 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: None

NURS 714 Clinical Inquiry Methods
4 credits
Strategies for selecting clinical inquiry designs and analyses for answering practice questions are explored and applied to the students' selected clinical inquiry questions. Students gain experience in interpreting qualitative and quantitative data.
Prerequisites: NURS 713

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 healthcare practice is stressed.
Prerequisites: None

NURS 722 Professional Issues In Advanced Practice Nursing
3 credits
The focus of this course is on the identification and analysis of the professional components of advanced practice nursing, emphasizing role development; ethical, legal and patient safety responsibilities; scope of practice; and standards of care. Other areas explored include quality assurance, legislative/regulatory processes, credentialing, professional organizations, work environments and historical perspectives. Students analyze concepts of professional and organizational leadership as well as social forces shaping the APN role. Controversies regarding evolution and differentiation of scope of practice are discussed.
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 731 Ethics for Scholarly Practice
3 credits
In this course ethical theories and principles to guide practice and scholarly inquiry are examined and applied to care of individuals and families within health systems. Clinical scenarios are analyzed from multiple perspectives including the regulatory environment, personal ethics, intra and inter-professional conduct.
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
The 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: None

NURS 735 Applied Health Care Economics and Finance
3 credits
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: None

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 Care 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
4-8 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. NAP students may take NURS 734 concurrently.
**Academic Calendar**

Refer to OHSU Registrar's Office at www.ohsu.edu/registrar/ or page 123 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 Program Director on each campus.

Ashland, Klamath Falls, and La Grande 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. Advisor assignments and student referrals to Portland faculty advisors are coordinated and monitored through the Undergraduate Program on a request basis.

Distance RNBS and 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.

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.

**Academic Petition**

Students wishing to request a course waiver, credit transfer, or credit by exemption must complete the School of Nursing Academic Petition. This form can be located on the Student Forms webpage. 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 one or two years 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. Administrative or program directors review students’ rating and comments, and individual faculty and administration use this information to improve teaching. These data are 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:**
  - Nurse-midwifery, Family Nurse Practitioner, Clinical Nurse Specialist, Postmaster certificate in Advanced Practice Gerontological Nursing, and postmaster Doctor of Nursing Practice are 3:1 (3 hours for 1 clinical credit)
  - Psychiatric Mental Health Nurse Practitioner and Nurse Anesthesia are 4:1 (4 hours for 1 clinical credit)

**English Language Learner Support**

English Language Learner 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

* OHSU grading system does not use +/- marks. Therefore, letter grades are recognized without +/- designation.

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.

- Bachelor of Science: All nursing courses required in the major except NRS 210B; NRS 424A-H, and NRS 425 A-H.
- Bachelor of Science (RNBS): Minimum 28 credits
- Post-baccalaureate certificate: All courses must be graded
- Master’s: All courses must be graded with the exception of NURS 503
- Postmaster’s certificate: All courses must be graded
- DNP: All courses must be graded with the exception of NURS 703
- PhD: All courses in the required program of study must be taken for a grade except NURS 601, NURS 607BA, NURS 607E, NURS 607DA, NURS 607DB, or NURS 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. Once an I is issued, that grade remains on the transcript, but paired with the new grade. For example, a student issued an incomplete that ultimately completed the course with a B would have the following grade noted on the transcript: I/B.

In Progress (IP): An IP can be given for a course that continues across more than one term. 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 to petitions to be granted, the student's academic 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 35 days prior to School of Nursing Commencement.

In cases where early participation in School of Nursing Commencement is granted. 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 a 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 Convocation ceremony by awarding several student awards. Additionally, pinning is an integral part of the convocation ceremony for undergraduate students and graduate students are hooded during Convocation.

The OHSU Student Council also hosts an annual Awards & 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, and other events that could 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 http://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 Academic Advisor, Administrative or program directors, and Associate Dean for Academic Affairs, interrupt their academic program with a Leave of Absence. 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 Academic Council for consideration and approval.

Time of return from a LOA is dependent on space available for clinical placements and/or on course availability in the student's program of study. 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 or Program Director and their advisor in the term prior to their anticipated return to school to confirm their intention to return to school and to discuss clinical placements. Students should discuss their program of study and review progression requirements with their advisor.
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.

Effective fall 2009: 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 students fall, in arrears 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.

Non-Matriculated (Non-Degree) Student Enrollment

See Registration section of this document.

Registration

Students must be registered in a course to receive credit. Registration for classes occurs online at http://www.ohsu.edu/son/student/registration.shtml. 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 course load for all master’s and doctoral students. Six credit hours is considered full time course load for PhD students at regional campuses. Refer to the specific programs to determine if part time enrollment in the program of study is an option.

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 degree from an accredited school. Students with degrees from foreign colleges or universities must have a bachelor-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 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 academic adviser and the appropriate Administrative or Program 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.

Administrative or program directors or 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, Senior Associate Dean for Academic Affairs, and the appropriate School of Nursing Admission & 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.

Administrative or program 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 & 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 Senior Associate Dean for Academic Affairs. Petitions for Exception to Probation or Dismissal must be received by the Senior 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 Senior Associate Dean for Academic Affairs to the OHSU Provost.
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.

For students who completed a portion of the old curriculum and are seeking reentry – each OCNE partner school will determine whether and how the student’s prior study fits with the new curriculum, and if appropriate, determine the placement based on competency assessment, bridge course work, or other remedial approaches as needed.

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 Senior 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.

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>PROBATION</th>
<th>DISMISSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Three (3) Incomplete grades across the Program of Study</td>
<td>• Four (4) or more unresolved Incomplete grades</td>
</tr>
<tr>
<td></td>
<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></td>
<td>• Failure to meet program benchmarks in a timely manner</td>
<td>• Failure to meet program benchmarks</td>
</tr>
<tr>
<td></td>
<td>• Failure to maintain a cumulative GPA 2.0 or above</td>
<td>• Two or more 0, NP or WU</td>
</tr>
<tr>
<td></td>
<td>• One 0, NP, WU</td>
<td>• If a student successfully retakes a course in which s/he received a 0, NP, or WU but receives a 0, NP, or WU in another course, the student will be dismissed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADUATE</th>
<th>PROBATION</th>
<th>DISMISSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Three (3) Incomplete grades across the Program of Study</td>
<td>• Four (4) or more unresolved Incomplete grades</td>
</tr>
<tr>
<td></td>
<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></td>
<td>• Initial-attempt failure to meet program benchmarks</td>
<td>• Second attempt failure of program benchmarks</td>
</tr>
<tr>
<td></td>
<td>• Fails to meet timeline standards for program benchmarks</td>
<td>• A cumulative GPA below 3.0 that persists for 12 months</td>
</tr>
<tr>
<td></td>
<td>• One 2.0 or WU in a course</td>
<td>• More than one 2.0 or WU or a combination of one of each</td>
</tr>
<tr>
<td></td>
<td>• Failure to maintain a cumulative GPA 3.0 or above</td>
<td>• One 0 or NP</td>
</tr>
</tbody>
</table>
### Minimum Quarter Credits in Residence

<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</td>
<td>2/3 of the credits from the approved program of study</td>
</tr>
<tr>
<td>Postmaster 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>Postmaster: 48 credits</td>
</tr>
<tr>
<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 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 course work will not be considered for transfer.

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.** Student may transfer credits earned in an associate degree for NRS 210, 211, 212, 230 & 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
- Postmaster’s Certificate: 3 years
- Doctor of Philosophy: 7 years
- Doctor of Nursing Practice:
  - Postbaccalaureate: 5 years
  - Postmaster’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, NS2 (or NS3 or NS4), OHSU. For accelerated baccalaureate students: First initial, last (family) name, NS1 (or NS2, NS3), OHSU. The NS1 designation is used during the first summer and fall of the accelerated baccalaureate program. NS2 is used during winter and spring. NS3 is used the second summer of the program.

**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 healthcare 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.

A student on the Monmouth campus takes part in a simulation exercise with SimMan.
Computer Resources & Proficiency
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.

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. Considering the cost to upgrade software is often in the hundreds of dollars, it is often less expensive to buy a new computer with the new software already installed than it is to purchase individual copies of upgraded software.

**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.

**Recommended Minimum Hardware Configuration**

- **Speed:** 3.0 GHz Intel Pentium Equipment or Newer
- **Memory:** 4 GB preferred
- **Hard Drive:** 160+ GB preferred
- **Networking:** Wireless card for laptops, Ethernet card for direct connection to cable/DSL
- **CD/DVD player:** read capability required, read and write capability preferred
- **USB ports:** 2 minimum

**Windows vs MAC:** The School of Nursing is a Microsoft Windows environment. Software required for some courses, such as SPSS, may not come in a version for the MAC or there may be differences in functionality between the two 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 a very expensive option.

**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 2007 and do not include DVD drives, which makes installation of additional software difficult.
Software

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

Operating System

Microsoft Windows XP at a minimum; Microsoft VISTA preferred. OHSU is primarily a Windows environment. Windows releases prior to XP are not acceptable (95, 98, and 2000). The Apple Macintosh (Mac) platform, though now supported, is not as well known by support desk personnel. Additionally, several widely used programs in the school are not compatible with Mac (i.e., End Notes for research, SPSS is always a year behind). If you choose to use a Macintosh machine, be sure you have windows emulation software or virtual machine so you can run part of your MAC with windows applications. You also need to have MAC OS X.4 or higher to be compatible with our email system.

Productivity Software

At a minimum, Microsoft Office 2003 (Office 2007 is preferred) including Word, Excel, and PowerPoint. If you are running Office 2003, you must download the free file converter from Microsoft to be able to read documents that are sent from a 2007 environment. See: http://www.microsoft.com/downloads/details.aspx?FamilyId=941b3470-3ae9-4ae-8f43-c6bb74cd166&displaylang=en.

Microsoft Works, Apple Works and Corel WordPerfect are NOT acceptable.

Browser

Microsoft Internet Explorer 7.0 or higher (free download from Microsoft.com) or Firefox 2.0 or higher (free download from mozilla.com). The native AOL browser is not acceptable. AOL users must install either Internet Explorer or Firefox to use when accessing online course materials. Additionally, the MAC Safari Browser is not compatible with the OHSU email system. You will need to download Internet Explorer or Firefox to connect to email.

Readers/Viewers

Adobe Acrobat 8 or newer reader (free download from www.adobe.com) is used to read many documents in the PDF format.

Real Player & Flash Player/Shockwave


Virus Protection Software

Norton Anti-Virus or McAfee Virus Shield. Some campuses offer a free student virus protection program for all students. Check your campus staff for details.

File Transfer and Storage

CDs and Flash Drives (also known as thumb drives or jump drives) are the only two means of file transfer and storage available to students. Both methods retain a great deal of material; however, we recommend using flash drives as your primary source of file transfer if you plan to use on-campus computers. Many computers in campus labs do not have CD write capabilities. Flash Drives are compact and easy to use. They plug into a USB port to transfer or view files. Flash Drives easily fit in your purse or wallet. They can also be carried on a key ring or on a lanyard around your neck.

E-mail

- OHSU uses Microsoft Exchange 2007 for our e-mail and calendar systems. For help with your e-mail account and access, you may contact the OHSU ITG Helpdesk at 503 494-2222, Mon – Fri from 6 a.m. – 6 p.m.
- OHSU provides an e-mail account for all current students and creates cohort specific e-mails lists that are utilized to communicate specifically with OHSU students and student groups. OHSU units like Financial Aid, Billing, Registrar, along with program faculty, and staff will communicate important student information to the OHSU
provided 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.

- Outlook Web Access: Works best and has added functionality when using Microsoft Internet Explorer. However, you may also use Mozilla Firefox or Apple Safari.
- 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.

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
National Student Nurses’ Association (NSNA) Student Bill of Rights and Responsibilities

www.nsna.org/pubs/billofrights.asp

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

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student’s permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution’s acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

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

**American Nurses Association Code for Nurses**

[www.nursingworld.org/ethics/chcode.htm](http://www.nursingworld.org/ethics/chcode.htm)

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

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

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

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

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

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

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

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

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

**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/son/student/orientation_uniforms.html](http://www.ohsu.edu/son/student/orientation_uniforms.html)

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

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

**Student Code of Conduct & Student Grievance**

Last reviewed Feb 2008

This policy outlines the process for two separate constructs that share processes and differ in whom typically initiates the process. These two policies and processes are the Student Code of Conduct and Student Grievance.

**I. CODE OF CONDUCT**

OHSU and the School of Nursing seek excellence in instruction, research, clinical, and public services. OHSU and SON recognize and value the diversity of their members and support the right of all people to live and learn in a safe and respectful environment that promotes the free and diverse expression of ideas. These policies and procedures are designed to protect such freedoms and the fundamental rights of others.
These procedures occur under the authority of and may be subject to review and amendment by the SON Dean or the Dean’s designee. The provisions of these rules apply to all matriculated students, non-matriculated students taking SON courses, and University-sponsored or recognized student organizations and activities on University owned or controlled property or any other location. In addition to these rules, students must comply with the OHSU Code of Conduct and all other applicable University policies.

All matters pertaining to Code of Conduct violations are kept confidential to the extent appropriate under the circumstances. All records/materials regarding a case will be kept in locked files in the SON in accordance with the OHSU retention schedule. Disciplinary actions will be noted in the student’s academic file that is retained in the SON for one year past last date of attendance. Dismissals are recorded on the student’s official transcript.

Because after graduation nursing students may be licensed to practice nursing and are required to assume responsibility for the life and welfare of other human beings, every nursing student is expected to demonstrate competence and patterns of behavior that are consistent with professional responsibilities and are deserving of the public’s trust. All students are required to sign an agreement to abide by the guidelines contained in the Student Code of Conduct and Responsibility Code (the “Code”) at the time of admission. A student, group of students, or student organization whose conduct is determined to be inconsistent with the standards as described in this Code is subject to disciplinary action.

Students and faculty are expected to report to the School of Nursing Conduct Officer any unethical or proscribed conduct that violates this Code. A Statement of Violation of the Student Code of Conduct & Responsibility for reporting unethical or proscribed conduct is available on the SON website or can be obtained from the Student Conduct Officer. Any charge should be submitted as soon as possible after the event takes place, preferably within 14 calendar days of the event. Pending decision on a complaint, a student is entitled to all of the rights and privileges of a student in good standing. The Associate Dean for Academic Affairs (in consultation with the University Office of Academic and Student Affairs and the OHSU Legal Department) may suspend the student pending decision on a conduct violation when there is clear and convincing evidence that the individual’s presence at the University constitutes a substantial threat to health, personal safety, or property, or is otherwise in the best interest of the SON, the University, the student, or other students, faculty or staff.

The Code will be applied without regard to age, ability, ethnicity, sex, race, disability, religion, political affiliation, sexual orientation, or any other basis protected by state, local, or federal law. Each case is considered individually, and informal resolution of student conduct complaints will be sought whenever possible. When Conduct issues are brought to the attention of the Student Conduct Officer, that person will investigate the matter to determine whether there are reasonable grounds to believe that the complaint is well founded. If reasonable grounds are not found, the SON Student Conduct Officer will dismiss the charges. If reasonable grounds are found or if the student accepts responsibility for the conduct, the student is informed of the matter charged, with reference to the specific section of this Code allegedly violated. The student is given the option to have the case heard and a disciplinary decision made by the SON Student Conduct Officer or to have a hearing before the full committee. Once informed of this option, the student has 7 calendar days to submit a written request for a hearing. Failure to file a timely request for a hearing shall result in the loss of this option.

If the student chooses to have the SON Student Conduct Officer hear the case, the student will be given an opportunity to explain the behavior and will be informed of the evidence supporting the charge. In addition, the SON Student Conduct Officer may involve additional relevant individuals and review other information that is pertinent to the allegation(s). The SON Student Conduct Officer will determine, based upon a preponderance of the evidence, whether a Code violation exists. Subsequent to that determination, the student will receive written notice confirming the matter charged and the sanction, if any, as well as the right to appeal the decision.

Students have the right to request access to evidence collected by the SON regarding a possible Code of Conduct violation. Examples of evidence that may be released include the written statements by witnesses or complainants related to the alleged violation, applicable OHSU & SON policies, and formal or electronic correspondence between the SON and the student. Requests for access to the evidence are directed to the SON Conduct Officer or the SON Senior Associate Dean for Academic Affairs.

**Conduct prohibited by OHSU (OHSU policy 02-30-010)**

1. Conviction of a felony, a class A misdemeanor or of a crime involving moral turpitude (which shall include, but not be limited to, sex or drug related crimes) while attending the University or prior thereto if the conviction was not disclosed (if the application process required disclosure) in applying to the University for admittance;

2. Obstruction or disruption of teaching, research, patient care, administration, disciplinary procedures, or other institutional activities, including the institution’s public service functions or other authorized activities;
3. Obstruction or disruption interfering with freedom of movement, either pedestrian or vehicular, on institutionally-owned or controlled property;

4. Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons or instrumentalities on institutionally-owned or controlled property, unless expressly authorized by law, Board or University policies (absence of criminal penalties is not considered express authorization);

5. Detention or physical abuse of any person or conduct that may threaten harm to or endanger any person on any institutionally-owned or controlled property;

6. Malicious damage, misuse, or theft of institutional property, or the property of any other person where such property is located on institutionally-owned or controlled property, or, regardless of location, is in the care, custody, or control of the University;

7. Refusal while on institutionally-owned or controlled property to comply with an order of the President or appropriate authorized official to leave such premises because of conduct proscribed by OHSU policies or procedures or when such conduct constitutes a risk to personal safety, property, or disruption of patient care, educational, research, outreach or other University activities on such premises;

8. Unauthorized entry to or use of institutional facilities, including buildings, offices and grounds;

9. Illegal use, possession, sale or distribution of drugs on institutionally owned or controlled property (absence of criminal penalties is not considered express authorization);

10. Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting means that advocacy of proscribed conduct that calls on the person or persons addressed for imminent action and, coupled with a reasonable apprehension of imminent danger to the functions and purposes of the University, including the safety of persons, and the protection of its property;

11. Conduct prior to enrollment at OHSU which was not disclosed and which could have resulted in a decision not to admit the person; or

12. Misrepresentation or false statements made in an application process

Additional conduct prohibited by the School of Nursing

1. Violating state or federal laws or regulations or SON or OHSU policies, (including the OHSU Code of Conduct),

2. Violating professional standards as described in the OHSU Code of Conduct and the SON Catalog /Student Handbook

3. Engaging in academic dishonesty, cheating, or fraud, including but not limited to: a) plagiarism, from the work of others, including work by other students or from published materials without appropriate citation, b) the buying and selling of course assignment and research papers, c) performing academic assignments (including tests and examinations) for other persons, d) unauthorized disclosure and receipt of academic information, e) allowing students to copy answers from exams or assignments, f) using disallowed materials or methods for exams or assignments, g) working with others when the assignment indicates the work is to be independent, and h) falsification of research data;

4. Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to education or professional matters;

5. Falsifying or misusing University, SON, or clinical records, permits, or documents;

6. Exhibiting behavior disruptive to the learning process or to the academic or community environment;

7. Failing to report observed unethical or proscribed behavior;

8. Taking food, medications, patient belongings or materials from clinical settings without approval or authorization;

9. Not questioning a medical order when in doubt;

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

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

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

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

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

6. Negative Notation on Transcript: A student may be subject to entry of information onto the student's OHSU academic record regarding his or her violation of the Code and subsequent sanction if it results in a dismissal from the SON.

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

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

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

8. Dismissal: A student may be dismissed from the SON and may or may not eligible for readmission.

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

**Conduct Officer**

The SON Conduct Officer acts as the first point of contact for faculty and students to discuss a possible Code of Conduct violation and works with faculty and/or students to determine if an informal resolution to the issue can be reached. If an informal resolution cannot be reached, the Conduct Officer will refer the violation to the chairperson of the Student Grievance & Conduct Committee to initiate a hearing.

**II. STUDENT GRIEVANCE**

Students as individuals or as a group, have the right to grieve matters that they deem to be unfair or unreasonable on the part of the SON or an individual or individuals representing the SON. The Student Grievance policy and related process provide a structure for the resolution of grievances when informal resolution is not possible or is unsatisfactory.

A student who wishes to grieve a matter is encouraged first to discuss the problem with the individual(s) involved. In the case of a grade or course related grievance, the student should first address the concern to the course instructor. If not satisfied with the response of the individual(s), or if the student is unable, for any reason, to discuss the matter with the individual(s) involved, students may address their grievance to the Program Director/Associate Dean. Students may submit a grievance for a grade only if they allege unfair or unreasonable procedures.

If a student wishes to have his/her grievance considered beyond the Program Director/Associate Dean, s/he may address the grievance to the SON Grievance and Student Conduct Committee. A formal statement of the grievance must be presented in writing to the Chair of the Grievance and Student Conduct Committee within 60 calendar days of the end
of the quarter in which the matter occurred.

All matters pertaining to Student Grievances are kept confidential to the extent appropriate under the circumstances. All records/materials regarding a case will be kept in locked files in the SON in accordance with the OHSU retention schedule.

III. GRIEVANCE AND STUDENT CONDUCT COMMITTEE COMPOSITION

The whole Student Conduct & Grievance Committee is a group of 12 faculty members whose primary teaching responsibilities may be in any academic program of the SON and 11 students. The faculty Chairperson and Recorder are elected through the faculty by-laws election process and serve three year terms. The remaining 10 elected faculty members serve three year terms and represent the four campuses. Students are elected to serve a one year term by the Student Nurses Association on each campus and the Graduate Nursing Senate, respectively. Student election to the pool will include the following:

- Two Ashland or Klamath Falls campus undergraduate student representatives
- Two La Grande campus undergraduate student representatives
- Four Portland campus undergraduate student representatives
- Three master or doctoral student representatives, preferably two masters and one doctoral level student.

For a Conduct or Student Grievance hearing to be valid, at least 5 faculty members and 2 students must be in attendance.

IV. CODE OF CONDUCT VIOLATION & STUDENT GRIEVANCE APPEALS

Students may appeal decisions of the SON Conduct Officer or the Grievance & Student Conduct Committee to the SON Senior Associate Dean for Academic Affairs or his/her designee. An appeal must occur within 14 calendar days from the date of receipt of the traceable overnight mail indicating the resolution of the Code of Conduct violation resolution or the Student Grievance hearing.

The SON Senior Associate Dean for Academic Affairs or his/her designee must reply to the student within 14 calendar days. Students may appeal the final decision of the SON Senior Associate Dean for Academic Affairs to the University Provost as described in OHSU policy 02-30-050. Students may only appeal to the Provost if unfair process is alleged; extenuating circumstances surrounding the basis of the SON Code of Conduct and/or Grievance decisions will not be considered.

Conduct or Student Grievance Hearing Procedures

1. Whenever possible, a formal hearing will occur within 21 working days of receipt of the Code of Conduct Violation Statement or the notification that a student wants to file a Student Grievance, and attempts to informally resolve the conduct or grievance issue have been exhausted. All hearings of the Grievance and Student Conduct Committee are closed, and information presented in them and all supporting documents are confidential to the extent possible. The hearing is informal and does not follow administrative, contested case, or courtroom procedures. If the student has been properly notified and fails to appear, the Grievance and Student Conduct Committee may proceed with the hearing and disciplinary action may be taken in Code of Conduct cases. All hearings are recorded and those recordings are stored with the official conduct file and maintained according to the OHSU Records Retention Schedule.

2. During the hearing, students may be accompanied by an advisor of their choice. The advisor may be a faculty or staff member, fellow student, parent, attorney, or any person of the student’s choice so long as the availability of the advisor does not hamper the timeliness of the hearing. The student must notify the Chairperson or his/her designee 3 working days in advance of the hearing if the student will be accompanied by an attorney so an OHSU attorney also can be present at the hearing. The advisor may assist the student during the hearing. However, unless otherwise allowed by the chair, the student will be expected to speak for him/herself at all times.

3. During the hearing, the student will be given the opportunity to offer information and testimony on his/her own behalf regarding the incidents that have brought forth the hearing. The student will also have the opportunity to review and respond to all information, statements, or evidence presented. In addition, if a grievance involves a complaint against any individual(s), the individual(s) being complained about will have an opportunity to be present during the hearing and make a presentation to the committee.
4. The chairperson of the Grievance and Student Conduct Committee, or designee will decide any questions or objections to hearing procedures that are raised during the hearing.

5. Members of the Committee may ask questions of any person present during the hearing, and the chairperson will invite questions and comments from the accused student and the complainant, if present. The chairperson may also invite questions or comments from the student’s advisors or others present. If the chairperson decides an essential person or piece of information is missing, the chairperson may decide to reconvene the hearing at the earliest practical time that the missing person or information will be available.

6. At any stage of the hearing, the Committee may attempt to resolve the grievance or conduct issue. If an acceptable resolution is reached, the Committee will prepare a Statement of Understanding for all parties to sign.
Activities

www.ohsu.edu/academic/acad

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-Portland is unable to sponsor athletics.

We highly recommend that prospective and current students familiarize themselves with the OHSU university-wide activities, organizations, and services (i.e., Office of Student Access Handbook, Commencement Guide, Student Groups, Quarterly Events, Guide for Alcohol & Drug Problems, and International Student Handbooks). There is a broad range of OHSU and School of Nursing committees that provide opportunities for student leadership and representation.

OHSU

Contact the Director of Student Activities and the Student Center at 503 494-8292 to participate in these groups:

- Student Health Advisory Committee: one junior baccalaureate student, one senior baccalaureate student, and one graduate student representative
- Financial Aid Advisory Committee: one student representative from each campus
- Incidental Fee Committee: one student representative from each campus
- 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:

- Baccalaureate Curriculum Committee: one student is elected by the Student Nurses Association to serve on this committee. The student may be from any campus.
- 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.

OHSU Global Health Alliance

www.ohsu.edu/som/gha/ or gha@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. Through Global Health Alliance activities the hope is to increase OHSU collaboration with the global health community in order to promote health equity for all people worldwide.

OHSU Student Council

www.ohsu.edu/academic/acad/ahc/

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 university 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 Student Association

Each School of Nursing campus has an organized undergraduate student body government. The student government on each campus elects its own governing body called the School of Nursing Student Senate. Each School of Nursing Student Senate appoints student members to university, school, and faculty committees, organizes nursing student body activities and represents student opinion to the faculty, administration and public.

The elected student officials are the key people responsible for maintaining communication between the School of Nursing and the student body, and for forwarding concerns of the student constituency to the appropriate School of Nursing faculty, staff or administrator for resolution.

Student government groups maintain a budget to support their School of Nursing government activity. In addition, each governing unit has an affiliation with the host campus student government, participates in the host campus activities, and has access to the student activity fee funds of the host campus.
OHSU School of Nursing Graduate Nursing Senate

www.ohsu.edu/son/student/gns.shtml

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 the 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/son/student/gns.shtml

OHSU School of Nursing Alumni Association

www.ohsu.edu/son/alumni/

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

The Alumni Association supports students with activities that include:

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

The Alumni Association supports alumni through activities such as:

- Coordinating the annual Alumni Homecoming and class reunions
- Producing the alumni magazine, Nursing Progress, and e-notes, an electronic monthly communication
- Providing membership benefits to dues paying alumni
- Recognizing outstanding alums with the Distinguished Alumni of the Year Award
- Coordinating the School of Nursing Annual Fund drive and special funds such as the Alumni Association Scholarship Fund

Oregon Student Nurses Association

www.oregonsna.org

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

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.

**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.

**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.

**Library**
503 494-3460 or refer@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/library/departmental.pdf. 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 https://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 503 494-3462. Classes are available on using a variety of library resources and are scheduled quarterly at www.ohsu.edu/library/classes.shtml or by appointment.

Oregon licensed health professionals have access to a subset of electronic resources described at www.ohsu.edu/library/offcampus/nonohsu.shtml

**march wellness**
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 a 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/academic/acad/osahome.html

The OHSU Office for Student Access serves two primary purposes. First, the OSA 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. OSA serves students with disabilities both on and off the Portland campus in all of OHSU’s educational programs. Second, OSA acts as a resource for all students located on the Portland campus related to learning styles, strategies, study skills, time management and other academic support related issues.

OSA 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.

Program Accommodation Liaisons

School of Nursing - Portland Campus
Ann Nielsen
Instructor
nielsena@ohsu.edu
503 494-1649

School of Nursing - Klamath Falls Campus
Terry Ross
Assistant Professor
Administrative Director
rosst@ohsu.edu
541 885-1339

School of Nursing - Ashland Campus
Joanne Noone
Assistant Professor
Administrative Director
noonej@ohsu.edu
541 552-8453

School of Nursing - La Grande Campus
Muriel Shaul
Associate Professor
Administrative Director
shaulm@ohsu.edu
541 962-3383

School of Nursing - Monmouth Campus
Jennifer Anderson
Assistant Dean of Student Affairs, Diversity, & Admission
andersje@ohsu.edu
503 494-0647
OHSU Center for Diversity and Multicultural Affairs

503 494-7574
www.ohsu.edu/academic/diversity/

The OHSU Center for Diversity and Multicultural Affairs 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 information and referral services; coordination of traditional ethnic celebrations; a place for international and ethnic students to meet and socialize; and workshops in the development of ethnic competence. The Center for Diversity and Multicultural Affairs also publishes a Portland area multicultural resource book listing Portland area international cuisine restaurants, grocery stores, diverse community and congregation centers, foreign consuls, OHSU interest groups, and more that reflect Portland's diversity. www.ohsu.edu/academic/acad/multiculturalresources.pdf

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 & 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.
RN to BS student stands by his poster presentation
Academic Calendar
Undergraduate Calendar

Summer Term 2010

- Summer Registration Begins: 5/10
- Last Day to Register W/O Late Fee: 5/21
- Classes Begin: 6/21
- Last Day to Pay Tuition & Fees: 6/28
- Last Day to Add/Drop without a “W”: 6/28
- Independence Holiday: 7/5
- Last Day to Withdraw with full refund: 7/2
- Last Day to Drop Classes with a “W”: 7/23
- Summer Term Ends: 8/13
- Labor Day Holiday: 9/6

Graduate Calendar

Summer Term 2010

- Summer Registration Begins: 5/10
- Last Day to Register W/O Late Fee: 5/21
- Classes Begin: 6/21
- Last Day to Pay Tuition & Fees: 6/28
- Last Day to Add/Drop without a “W”: 6/28
- Independence Holiday: 7/5
- Last Day to Withdraw with full refund: 7/2
- Last Day to Drop Classes with a “W”: 7/23
- Summer Term Ends: 8/13
- Labor Day Holiday: 9/6

Fall Term 2010

- Fall Registration Begins: 8/16
- Last Day to Register W/O Late Fee: 8/27
- Classes Begin: 9/27
- Last Day to Pay Tuition and Fees: 10/4
- Last Day to Add/Drop without a “W”: 10/4
- Last Day to Withdraw with full refund: 10/8
- Last Day to Drop Classes with a “W”: 10/29
- Thanksgiving Holiday: 11/25-11/27
- Fall Term Ends: 12/10

Winter Term 2011

- Winter Registration Begins: 11/22
- Last Day to Register W/O Late Fee: 12/13
- Classes Begin: 1/3
- Last Day to Pay Tuition and Fees: 1/10
- Last Day to Add/Drop without a “W”: 1/10
- Last Day to Withdraw with full refund: 1/14
- Last Day to Drop Classes with a “W”: 2/4
- Martin Luther King Holiday: 1/17
- Presidents Day Holiday: 2/21
- Winter Term Ends: 3/18

Spring Term 2011

- Spring Registration Begins: 2/14
- Last Day to Register W/O Late Fee: 2/25
- Classes Begin: 3/28
- Last Day to Pay Tuition and Fees: 4/4
- Last Day to Add/Drop without a “W”: 4/4
- Last Day to Withdraw with full refund: 4/8
- Last Day to Drop Classes with a “W”: 4/29
- Graduation Portland: 5/30
- Spring Term Ends: 6/10

Graduate Calendar

Fall Term 2010

- Fall Registration Begins: 8/16
- Last Day to Register W/O Late Fee: 8/27
- Classes Begin: 9/27 for DNP, 9/20
- Last Day to Pay Tuition and Fees: 10/4 for DNP; 9/27
- Last Day to Add/Drop without a “W”: 10/4 for DNP; 9/27
- Last Day to Withdraw with full refund: 10/8 for DNP; 10/22
- Last Day to Drop Classes with a “W”: 10/29 for DNP; 10/22
- Thanksgiving Holiday: 11/25-11/27
- Fall Term Ends: 12/10

Winter Term 2011

- Winter Registration Begins: 11/22
- Last Day to Register W/O Late Fee: 12/13
- Classes Begin: 1/3
- Last Day to Pay Tuition and Fees: 1/10
- Last Day to Add/Drop without a “W”: 1/10
- Last Day to Withdraw with full refund: 1/14
- Last Day to Drop Classes with a “W”: 2/4
- Martin Luther King Holiday: 1/17
- Presidents Day Holiday: 2/21
- Winter Term Ends: 3/18

Spring Term 2011

- Spring Registration Begins: 2/14
- Last Day to Register W/O Late Fee: 2/25
- Classes Begin: 3/28
- Last Day to Pay Tuition and Fees: 4/4
- Last Day to Add/Drop without a “W”: 4/4
- Last Day to Withdraw with full refund: 4/8
- Last Day to Drop Classes with a “W”: 4/29
- Memorial Day Holiday: 5/30
- Spring Term Ends: 6/10
- Graduation
Andrea M. Abel, BS, RN, Lecturer, La Grande Campus  
BS, Oregon Health & Science University, 2004.
Virginia J. Adams, MSN, RN, Assistant Professor, Ashland Campus  
MSN, Oregon Health & Science University, 1989; BSN, California State University, Fresno, 1974.
Cathy M. Aherm, PMHNP, Instructor, Portland Campus  
MS, Oregon Health & Science University, 2001; BS, Salem State College, 1990.
Sue M Anderson, MN, FNP-C, Instructor, Portland Campus  
MN, Oregon Health & Science University, 1995; BS, Oregon Health & Science University, 1993; Diploma, Lutheran Hospital School of Nursing, MO, 1966.
Douglas E Arditti, MN, CRNA, FNP, Instructor, Portland Campus  
MSN, California State University, Fullerton, 2002; MN, University of Washington, Seattle, 1987; BSN, Emory University, GA, 1981.
Molly Aultz, MSN, RN, FNP, Instructor, Portland Campus  
MSN, Oregon Health & Science University, 2002; BSN, Oregon Health & Science University, 1998.
Judith G Baggs, PhD, RN, FAAN, Professor & Senior Associate Dean, Portland Campus  
PhD, University of Rochester School of Nursing, NY, 1990; MS, University of Rochester School of Nursing, NY, 1984; BS, Alfred University, NY, 1981,  
AS, Northern Essex Community College, 1975; BA, Reed College, OR, 1964.
Martis L Baird, MSN, RN, NP, Instructor, Klamath Falls Campus  
MSN, Case Western Reserve University, 1996; BSN, Oregon Institute of Technology, 1992.
Diane S Bauer, MS, RN, CNS, Instructor, Portland Campus  
MS, Oregon Health & Science University, 2001; BS, Linfield College, 1994.
Karen A Beach, MS, RN, Lecturer, La Grande Campus  
MS, Idaho State University, 2006; BS, Oregon Health & Science University, 2002.
Ann K. Beckett, PhD, RN, Assistant Professor, Portland Campus  
PhD, Oregon Health & Science University, 2000; MS, The Catholic University of America, 1980; BS, Columbia Union College, 1967.
Jill A Bennett, PhD, RN, CNS, Associate Professor, Portland Campus  
PhD, University of California, 2000; MS, University of California, 1998; BSN, San Diego State University, 1996.
Rob M Bennett, MD, Professor, Portland Campus  
Maryanne Bletscher, MSN, RN, Instructor, Portland Campus  
BSN, Oregon Health & Science University, 1987; BSN, Oregon Health & Science University, 1986.
Michael Bleich, PhD, R.N., F.A.A.N., Dean, Portland Campus  
PhD, University of Nebraska 1998; MPH, University of Minnesota, 1987.
Molly L Boham, BSN, Lecturer, Klamath Falls Campus  
BSN, Regis University, 1998.
Shari M Brandsness, MSN, RN, Instructor, Klamath Falls Campus  
MSN, University of Phoenix, 2005; BSN, Gateway College, 2001.
Linda M Brown-Casebolt, MS, RN, FNP, Instructor, Ashland Campus  
BSN, Oregon Health & Science University, 1987; BS, Walla Walla College, 1982.
Susan W Butterworth, PhD, Associate Professor & Director of Corporate Wellness, Portland Campus  
PhD, Virginia Commonwealth University, 1991; MS, Virginia Commonwealth University, 1984; BA, University of Richmond, 1982.
Juliana Cartwright, PhD, RN, Associate Professor, Ashland Campus  
PhD, Oregon Health & Science University, 1993; MN, University of California, LA, 1980; BSN, San Diego State University, 1972.
Mary L Cato, MSN, CPNP, Instructor, Portland Campus  
MSN, Marquette University, 1990; BSN, University of Wisconsin, 1977.
Lisa L Chudlaclontz, MS, RN, CNM, Assistant Professor, Portland Campus  
BSN, Oregon Health & Science University, 1984; BS, Georgetown University, 1980.
Carol A. Christlieb, MSN, RN, Associate Professor & Director, Ashland Campus  
BSN, University of Nebraska, 1983; BS, University of Oregon, 1976.
Lorraine Cook, BA, Project Coordinator, Ashland Campus  
BA, Roosevelt University, 1969.
Katherine Crabtree, DNP, ANP, RNCRN, FAAN, Professor, Portland Campus  
DNP, University of California, San Francisco, 1986; MS, University of Michigan, 1970; BS, University of Michigan, 1968.
Kristen Crusoe, EdD, RN, Assistant Professor, Portland Campus  
EdD, Oregon State University, 2001; MSN, Oregon Health & Science University, 1992; BA, Florida State University, 1972.
Rick D. Daniels, PhD, RN, Associate Professor, Ashland Campus  
PhD, University of Texas, Austin, 1994; MSN, University of San Diego, 1981; BSN, University of Oregon School of Nursing, 1976.
Jean M. Donovan, PhD, RN, Assistant Professor, Monmouth Campus  
PhD, University of Oregon; MA, University of Virginia; MA, Pace University; BA, Wheaton College.
Darryl DuVall, MSN, RN, CRNA, Instructor, Portland Campus  
MSN, Columbia University, 1998; BSN, Rusa University, 1994.
Ginny C Elder, MN, RN, FNP, Assistant Professor & Director of Union & Elgin Family Clinics, La Grande Campus  
BS, Oregon Health & Science University, 1993; BS, Oregon Health & Science University, 1985; AD, Parkland Community College, 1977.
Cathy L Emes, PhD, RN, Assistant Professor, Portland Campus  
Barbara G Enos, MN, PMHNP-PP, Instructor, Klamath Falls Campus  
BSN, Oregon Health & Science University, 2007; BS, University of California, 1987.
Danita L. Ewing, PhD, RN, Assistant Professor, Portland Campus
PhD, Oregon Health & Science University, 2003; MS, University of Portland, 1994; BS, University of Portland, 1984.

Judith A. Farnsworth, PhD, RN, Instructor, Portland Campus
PhD, University of Utah, 1987; MS, University of CA, San Francisco, 1972; BS, Walla Walla College, 1969.

Linda Felver, PhD, RN, Associate Professor, Portland Campus

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

Michelle J. Frazier, BS, Lecturer, Ashland Campus
BS, Southern Oregon University, 1994.

Vivian Gedaly-Duff, DNSc, RN, Associate Professor, Portland Campus

Teraj J. Gerlt, MS, RN, WHCNP, Instructor, Portland Campus
MS, Oregon Health & Science University, 1986; BS, Oregon Health & Science University, 1975.

Linda Ghen, MN, RN, CNM, PMHNP, Assistant Professor, Portland Campus
MN, Oregon Health & Science University, 1991; MPH, University of North Carolina, Chapel Hill, 1979; BS, Central Missouri State College, 1970.

Laura R. Goldfarb, MS, RN, CNM, Assistant Professor, Portland Campus
MS, Oregon Health & Science University, 1986; BS, Arizona State University, 1979; AA, Phoenix College, 1977.

Teresa T. Goodell, PhD, RN, CNS, Assistant Professor, Portland Campus
PhD, Oregon Health & Science University, 2004; MS, Kent State, OH, 1993; BS, University of Akron, OH, 1989.

Tara L. Gorry, MSN, RN, FNP, Assistant Professor, Portland Campus
MSN, Sonoma State University, 1985; BS, Emory University, GA, 1977; BS, Emory University, GA, 1975.

Paula M. Graubard-Howe, EdD, RN, FAAN, Assistant Professor, Portland Campus
EdD, Portland State University, 2008; MS, Oregon Health & Science University, 1993, BS, Walla Walla College, 1980.

Jane M. Hagan, MN, RN, CNS, Instructor, Portland Campus
MN, Oregon Health & Science University, 1991; BSN, University of Washington, 1980.

Michelle A. Hall, MS, RN, Instructor, Portland Campus
MS, Regis University, 2007; BS, Humboldt State University, 1979.

Lisa Hansen, PhD, RN, Assistant Professor, Portland Campus
PhD, Oregon Health & Science University, 2001; MS, Oregon Health & Science University, 1996; BSN, Washington State University, 1994.

Patricia E. Hanson, MSN, CNM, Instructor, Portland Campus

Penny Harmon, MSN, CNM, Assistant Professor, Portland Campus
MSN, Yale University, 1980; BA, So. Connecticut State University, 1971.

Theresa A. Harvath, PhD, RN, CNS, FAAN, Associate Professor, Portland Campus
PhD, Oregon Health & Science University, 1996; MS, Oregon Health & Science University, 1986; BS, University of Wisconsin, 1981.

Natalya Hasan, MN, RN, Instructor, Portland Campus
MN, Oregon Health & Science University, 2004; BSN, University of Portland, 1998.

Karen L. Hasel, MS, RN, Assistant Professor, La Grande Campus
MS, Oregon Health & Science University, 1993; BS, Oregon Health & Science University, 1982.

Dena Hassounet, PhD, RN, ANP, PMHNP, Associate Professor, Portland Campus
PhD, Oregon Health & Science University, 1999; MS, Oregon Health & Science University, 1995; BS, University of Washington, 1992, BA, University of Washington, 1992.

Jan R. Heineneke, PhD, RN, Professor & Associate Dean, Ashland Campus
PhD, University of Denver, 1980; MS, Washington University, 1969; BS, San Diego State University, 1967.

Sally R. Hersh, MS, RN, CNM, Instructor, Portland Campus
MSN, University of Illinois at Chicago, 1987; BSN, University of Illinois at Chicago, 1982.

Susan E. Hickman, PhD, Associate Professor, Portland Campus
PhD, University of Kansas, 1997; MA, University of Kansas, 1994; BA, Wellesley College, MA, 1992.

Barbara D. Hinds, MS, RN, GNP, Instructor, Ashland Campus
MS, Oregon Health & Science University, Ashland, 2006; BS, Southern Oregon State College, Ashland, 1987; AA, Umpqua Community College, 1984, BA, California State College, Hayward, 1942.

Gail M. Houck, PhD, RN, Professor & Director of Academic Graduate & Interdisciplinary Programs, Portland Campus
PhD, University of Washington, 1987; MN, Oregon Health & Science University, 1977; BS, University of Washington, 1974.

Carol L. Howe, DNSc, CNM, FACNM, Professor & Director of Women's Health Care & Nurse Midwifery Programs, Portland Campus
DNSc, University of California San Francisco, 1981; MSN, Yale University, 1974; BSN, Texas Woman's University, 1971.

Cheryl A. Hryciw, MS, FNP, Instructor, Portland Campus
MS, Oregon Health & Science University, 2001; BS, University of Portland, 1980.

Lucy B. Jackson, MSN, RN, PNPN/CNS, EPNP, Instructor, Ashland Campus
MS, University of California, San Francisco, 1980; BS, St. Louis University, 1974.

John M. Jessup, MPH, RN, Instructor, Portland Campus
MPH, Oregon State University, 1997; BS, Oregon Health & Science University, 1991; AD, Lane Community College, 1977.

Kim D. Jones, PhD, RNC, FNP, FAAN, Associate Professor, Portland Campus
PhD, Oregon Health & Science University, 2000; MN, Emory University, 1989; BSN, University of Tennessee, 1986.

Elizabeth Kavanagh, MS, RN, CNM, Instructor, Portland Campus
MS, Oregon Health & Science University, 1999; BSN, University of Portland, 1988.

Ginger P. Keller, MS, RN, CNS, OCN, Instructor, Portland Campus
MS, Oregon Health & Science University, 2006; BS, Oregon Health & Science University, 1999; BA, Scripps College, 1979.

Judith Kendall, PhD, RN, Professor, Portland Campus
PhD, Georgia State University, 1991; MSN, Georgia State University, 1985; BSN, Georgia State University, 1984, AD, Georgia State University, 1976.

Heidi A. Klammer, BSN, RN, Lecturer, Portland Campus
BSN, Oregon Health & Science University, 1976.

Lindsay Kleps, APN
Sheila M. Kodadek, PhD, RN, Professor & Associate Dean of Undergraduate Programs, Portland Campus

FACULTY

Emeritus Faculty

128

OHSU School of Nursing
Catalog and Student Handbook 2010-2011

PhD, Oregon Health & Science University, 1994; MS, University of Arizona, 1976; BSN, College of Mount St. Joseph, 1971.

Amy M Ross, PhD, RN, Assistant Professor, Ashland Campus

PhD, Oregon Health & Science University, 2006; MS, University of California, San Francisco, 1987; BS, University of California, San Francisco, 1978.

AS, City College of San Francisco, 1974.

Terry Ross, MS, RN, Assistant Professor, Klamath Falls Campus

BS, University of Arizona, 1979; BSN, California State College, 1974; AA, Pasadena City College, 1972.

Catherine A. Salveson, PhD, RN, Associate Professor & Director of Statewide RN/BS Program, Health Promotion & Wellness, Portland 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.

Margaret A Scharf, DNP, PMHNP, Assistant Professor, Portland Campus

DNP, OHSHU, Portland, Oregon, 2009; MS, University of Minnesota, Minneapolis, 1983; BSN, University of North Dakota, Grand Forks, 1979; BA, Duke University, 1974.

Sarah A Seybold, MSN, RN, Instructor, Ashland Campus


Muriel P Shaul, PhD, RN, ANP, Associate Professor, La Grande Campus

DNP, University of California, San Francisco, 1994; MS, Boston University, 1980; BSN, Boston College, 1977.

Stephanie H Shaul, BSN, RN, Lecturer, La Grande Campus

BSN, Oregon Health & Science University, 2008.

Maggie E. Shaw, PhD, RN, Assistant Professor, Portland Campus

PhD, Oregon Health & Science University, 2002; MSN, California State University, 1988; BSN, University of Southern California, 1979; AD, California State University, Los Angeles, 1975.

Katia L Shorb, MSN, FNP, Instructor, Portland Campus


Stephanie A Siders, MSN, RN, CAPA, Instructor, Ashland Campus

MS, St. Louis University, 1990; BS, St. Louis University, 1985; BS, Willamette University, 1980.

Elena O Siegel, PhD, RN, Assistant Professor, Portland Campus

PhD, University of WA School of Nursing, Seattle, 2006; MSN, University of WA School of Nursing, Seattle, 2001; BS, University of WA School of Nursing, Seattle, 2001; MS, University of WA School of Nursing, Seattle, 2003; BS, University of WA School of Nursing, Seattle, 2002; BS, California State University, 1980.

Maria G Sistrom, MSN, RN, Assistant Professor, Portland Campus

MSN, University of Virginia, 1998; BS, Oregon Health & Science University, 1985.

Joanna Smith, PhD, RN, PNP, Instructor, Ashland Campus

PhD, Clayton College, AL, 2006; MN, Clarkson College, NE, 2003; BS, Oregon Health & Science University, 1976.

Isabelle L. Soule, PhD, RN, Assistant Professor, Portland Campus

PhD, OHSHU Portland, Oregon, 2010; MN, Oregon Health & Science University, 1999; BS, Walla Walla College, 1982.

Dori L Steers, MSN, RN, Instructor, Ashland Campus

MS, University of Phoenix, 2005; BS, Oregon Institute of Technology, 1984; AA, Oregon Institute of Technology, 1981.

Susan M Steinfield-McKennon, MN, RN, Instructor, Ashland Campus

MSN, Marymount University, 1988; BSN, University of Oregon, 1979.

Kathy Swarts, MSN, RN, Instructor, Ashland Campus

MS, Walden University, 2007; BS, Southern Oregon State University, 1987; AD, Umpqua Community College, 1985.

Ruth S Tadesse, MS, RN, Instructor, Portland Campus


Chris A. Tanner, PhD, RN, Distinguished Professor, Portland Campus

PhD, University of Colorado, 1977; MS, University of California, San Francisco, 1972; BS, University of Northern Colorado, 1970.

Donald L Taylor, MS, RN, Instructor, Portland Campus

PhD, Oregon Health & Science University, 2004; BSN, University of Portland, 2002; BS, Portland State University, 2000.

Christine A Thurston, PhD, RN, Assistant Professor, Portland Campus

PhD, Oregon Health & Science University, 1999; MS, University of Rochester, 1982; BS, Indiana University School of Nursing, 1964.

Ellen L Tilden, MS, RN, Instructor, Portland Campus

MS, University of California, San Francisco, 2000; BA, Reed College, 1993.

Rhonda J Vander Sluis, MSN, RN, Instructor, Portland Campus

MSN, University of Denver, 2006; BSN, University of Iowa, 1979.

Heather C Voss, MSN, FNP, Instructor, Ashland Campus

MSN, Sonoma State University, 1998; BSN, Sonoma State University, 1995.

Sandra L Want, MSN, RN, NP, Assistant Professor, La Grande Campus

MSN, Gonzaga University, 2008; BSN, Elmhurst College, 1993.

Linda Wheeler, EdD, CNM, Associate Professor, Portland Campus

EdD, Highland University, 1975; MN, University of Washington, 1967; BS, University of Washington, 1964, Diploma, Queen of Angels Hospital, LA, 1960.

Stacy L Wilson, MS, RN, NMP, Instructor, Portland Campus

MS, Yale University, 1993; BSN, St. Olaf College, MN, 1986.

Kerri M Winters-Stone, PhD, Associate Professor, Portland Campus

PhD, Oregon State University, 2000; MS, University of California at Davis, 1993; BS, University of California at Davis, 1991.

Gail M Wolf, MS, Lecturer, Portland Campus

MS, Regis University, 2005; BS, University of Arizona, 1978.

Lisa J Wood, PhD, RN, Assistant Professor, Portland Campus

PhD, Glasgow University, 1994; BS, Johns Hopkins University, 2000; BS, University of Dundee, Scotland, 1989.

Steve J Yermal, PhD, RN, CRNA, Assistant Professor & CRNA Program Director, Portland Campus


Nancy A Yie, RN, MS, Instructor, Ashland Campus

Patricia G. Archbold, DNSc, RN, RAAN, Professor.
Charold L. Baer, PhD, FCCM, CCRN, Professor.
Naomi R. Ballard, MS, RN, CNRN, Associate Professor.
Jeanne M. Bowden, PhD, RN, Professor.
Elizabeth B. Britton, MN, RN, Assistant Professor.
Marie S. Brown, PhD, Professor.
Julia S. Brown, PhD, Professor.
Carol S. Burckhardt, PhD, RN, Professor.
Catherine Burns, PhD, RN, CPNP, Professor.
Rosalie A. Caffrey, PhD, RN, Professor.
Cecelia Capuzzi, PhD, RN, Professor.
Joyce Colling, PhD, RN, FAAN, Professor.
Joyce Crane, PhD, RN, Professor.
Mary Ann Curry-McCammon, DNSc, RN, Professor.
Bennie J. Driggers, MS, MPA, Assistant Professor.
Marie Duncan, PhD, RN, Associate Professor.
Roslyn Elmo-Sutherland, PhD, Professor.
Roberta S. Erickson, PhD, Associate Professor.
Barbara Gaines, EdD, RN, Professor.
Esther Halvorson-Hill, MN, MPA, RN, Associate Professor.
Shirley M. H. Hanson, PhD, RN, PMHNP, FAAN, Professor.
Florence Hardesty, PhD, RN, Professor.
Marsha Heims, EdD, RN, Associate Professor.
Pam J. Hellings, PhD, RN, CPNP, Professor.
Julie A. Henzel, MS, RN, Associate Professor & Director of Academic Programs.
Beverly Horeffer, DNSc, RN, FAAN, Professor.
Ann L. Hoffstetter, MPA, RN.
Jo Anne Horsley, PhD, FAAN, Professor.
Barbara L. Irvin, PhD, RN, Professor.
Donna B. Jensen, PhD, RN, CNAA, Professor.
Shelley L. Jones, PhD, RN, COHN-S, Assistant Professor.
Doris Julian, EdD, RN, Associate Professor.
Carol A. Lindeman, PhD, RN, FAAN, Professor & Dean, OHSU School of Nursing.
Donna M. Markle, MS, RN, Associate Professor.
Mary McFarland, EdD, RN, Professor.
Darlene A. McKenzie, PhD, RN, Professor.
Lois Miller, PhD, RN, FAGS, FAAN, Professor.
Janice A. Napoleon, MS, RN, Associate Professor.
Wilma Peterson, PhD, RN, Associate Professor.
Sarah E. Porter, PhD, RN, Associate Professor.
Gale S. Rankin, RN.
May E. Rawlinson, PhD, RN, Professor.
Joyce Semradek, MSN, Professor.
Marcia M. Short, MN, RN, Associate Professor & Director of the SON La Grande Campus.
Barbara J. Steward, PhD, Professor.
Saundra L. Theis, PhD, RN, Dean Emerita.
Linda C. Weick, DNSc, CNM, Associate Professor.
Una Elizabeth Westfall, PhD, Professor.
Caroline M. White, Dr. PH, RN, Professor.
Ashland Campus

(Southern Oregon University)
Klamath Falls Campus

(Oregon Institute of Technology)
La Grande Campus

(Eastern Oregon University)
Monmouth Campus

(Western Oregon University Campus)
School of Nursing located in building marked #10 below.
Portland Campus

(OHSU Campus)
Contact Information

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

Main .................................................................................................................................. 541 552-6226
Undergraduate Student Contact................................................................. 541 552-6256
Graduate Student Contact ............................................................................. 541 552-6227

Klamath Falls Campus
OHSU School of Nursing at Oregon Institute of Technology
3201 Campus Drive South Hall
Klamath Falls, OR 97602

Main .................................................................................................................................. 541 885-1665
Undergraduate Student Contact .................................................................................... 541 885-1665

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

Main .................................................................................................................................. 541 962-3646
Graduate Student Contact ............................................................................................. 541 962-3528
Undergraduate Student Contact ................................................................................... 541 962-3803

Monmouth Campus
OHSU School of Nursing at Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361

Main .................................................................................................................................. 503 838-8000
Undergraduate Student Contact ................................................................................... 503 838-8981

OHSU Central Services & Portland Campus
3455 SW US Veterans Hospital Road
Portland, OR 97239

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 & Student Affairs ............................................................ 503 494-7878
OHSU Registrar & 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 & Parking .................................................................................... 503 494-8283

Biking to Marquam Hill .................................................................................................. www.ohsu.edu/bike
School of Nursing Office of Academic Affairs .............................................................. 503 494-2624
School of Nursing Office of Student Affairs, Diversity & Admissions ............................ 503 494-7725
School of Nursing Academic Programs ....................................................................... 503 494-5394

All photography in the 2010-2011 Catalog and Student Handbook by Bridget Antle, Bruce Beaton, Tanya Chard, Jerry Gildemeister, Steve Hambuchen, and Christi Richardson.
A Passion for Nursing

www.ohsu.edu/son