

SCHOOL OF NURSING

Catalog and student handbook

2024-2025

www.ohsu.edu/son



Contact Information

www.ohsu.edu/son

Ashland Campus

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

541 552-5833

Klamath Falls Campus

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

971 262-1250

La Grande Campus

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

503 346-5914

Monmouth Campus

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

503 346-5878

Portland Campus

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

School of Nursing Student Success Center
..... 503 494-5304

School of Nursing Office of Academic Affairs
..... 503 494-2624

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

School of Nursing Customer Service..... 503 494-7444

OHSU Central Services

OHSU Affirmative Action &
Equal Opportunity..... 503 494-5148

OHSU Center for Diversity and
Inclusion 503 494-5657

OHSU Center for Student Access..... 503 494-0082

OHSU Registrar and Financial Aid
..... 503 494-7800 or 800 775-5460

OHSU Student Center..... 503 494-8295

OHSU Transportation and Parking:

commute@ohsu.edu

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

Accreditation

Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) an institutional accrediting body approved by the U.S. Department of Education. Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. OHSU has maintained continuous accreditation with the Commission, and its accreditation status is reaffirmed. The NWCCU's most recent action on the institution's accreditation status on January 25-27, 2023 was to accept OHSU's Year Seven Self-evaluation Report. For more information, contact: NWCCU, 8060 165th Ave NE

Suite 100, Redmond, Wash. 98052, 425 558-4224 or visit **www.nwccu.org**.

The OHSU School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice programs at OHSU School of Nursing are accredited by CCNE through 2033.

For more information about accreditation, contact CCNE, 655 K Street NW, Suite 750, Washington, DC 20001, 202 887-6791, or **www.aacnnursing.org/CCNE**.

The nurse-midwifery program is accredited through February 28, 2033 by the Accreditation Commission for Midwifery Education (formerly the ACNM Division of Accreditation), American College of Nurse-Midwives. Contact ACNM, 8403 Colesville Road, Suite 1230, Silver Spring, MD 20910, 240-485-1803 or www.midwife.org/acme.

The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs through October 2028. Contact Council on Accreditation of Nurse Anesthesia Educational Programs, 10275 W. Higgins Rd, Suite 906, Rosemont, IL 60018-5603, 224-275-9130 or www.coacrna.org.

Liability and Insurance

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

Disclaimer

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

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.

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 Shanda Tice, 11/23

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About OHSU

Message from the School of Nursing Dean



I am delighted to welcome you to Oregon Health & Science University (OHSU) School of Nursing. OHSU is the only statewide school, serving all of Oregon with five campuses around the state and additional access through distance learning. We are committed to meeting Oregon's health and healthcare workforce needs. We seek to prepare highly-qualified clinicians, educators, scientists, leaders, and improvement scientists, ready to meet current and future challenges. You have been admitted because of your accomplishments to date and promise for the future.

We embrace the American Association of Colleges of Nursing (AACN) vision for academic nursing, striving to be a full partner in healthcare delivery, education, and research that is integrated and funded across all professions and missions in the Academic Health System (AACN, 2016, p.3).

The OHSU School of Nursing is fully committed to diversity, equity, and inclusion. We are building diversity across our community of students, faculty, and staff and developing a stronger culture of equity and inclusion to guide our interactions, our teaching and learning, practice, and research.

I encourage you to take full advantage of your time with us, working closely with and seeking mentorship from our expert faculty, clinicians, teachers, and researchers; engaging in interprofessional opportunities and rural health; attending offerings and presentations; and seeking new experiences. Health and health care remain top priorities for the United States and the globe. No aspect of these can be addressed without nurses. The demand for highly-qualified nurses in leadership roles, clinical care, teaching and research will continue to grow for the foreseeable future. Nurses are central to interprofessional health care teams to optimize care.

Congratulations and best wishes along your journey here at OHSU.

Susan Bakewell-Sachs, Ph.D., R.N., F.A.A.N.
Vice President for Nursing and Dean

School of Nursing Deans**1920-1932**

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

1932-1944

Elnora Thompson, Director, Department of Nursing
University of Oregon Medical School

1944-1958

Henrietta Doltz, Director, Department of Nursing
University of Oregon Medical School

1958-1960

Jean Boyle, Director, Department of Nursing
University of Oregon Medical School

1960-1975

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

1976-1995

Carol Lindeman, Dean, School of Nursing
Oregon Health Sciences University

1995-1996

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

1996-2006

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

2006-2008

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

2008-2011

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

2012 to 2013

Chris Tanner, Interim Dean, School of Nursing
Oregon Health & Science University

2013 to present

Susan Bakewell-Sachs, Dean, School of Nursing
Oregon Health & Science University

Dean's Office and Administration**Susan Bakewell-Sachs, Ph.D., R.N., F.A.A.N.**

*Dean and Vice President for Nursing Affairs
Executive Assistant – Bonny Benton, A.A.S.*

Cathy Emeis, Ph.D., F.A.C.N.M., C.N.M., L.C.C.E., F.A.C.C.E.

Senior Associate Dean for Practice

Amy Goltz, M.A.

Associate Dean for Finance and Administration

Alexander Subert, J.D., M.Ed.

Assistant Dean for Strategic Operations

Academic Affairs**Deborah Messecar, Ph.D., M.P.H., R.N., G.C.N.S.-B.C., A.G.C.N.S.-B.C.**

*Senior Associate Dean for Academic Affairs and
Co-Director for Veterans Affairs Nursing Academic
Partnership (VANAP)*

Nickolaus Miehl, Ph.D., R.N., C.H.S.E.

*Assistant Dean for Simulation and Academic
Technology*

Sarah Spellman, B.S.

Assistant Dean for Academic Services

Academic Programs**Patricia Barfield, Ph.D., M.S.N., M.N., P.M.H.N.P.-B.C.**

*Assistant Professor & Campus Associate Dean,
La Grande Campus*

Angela Docherty, Nurs.D., M.P.H., P.H.N., R.N.

Campus Associate Dean for Monmouth

Deborah Duran-Snell, Ph.D., C.N.M.

Interim Program Director for Nurse-Midwifery

Elizabeth Espinoza, D.N.P., C.P.N.P.-A.C.

*Interim Program Director for Pediatric Nurse
Practitioner*

Heather Freiheit, M.M., B.S.N., R.N.

Interim Program Director for RN-BS

Jennifer Mensik Kennedy, Ph.D., M.B.A., R.N., N.E.A.-B.C., F.A.A.N.

*Program Director for Health Systems and
Organizational Leadership*

Robin Miller, D.N.P., M.P.H., A.C.N.P.

*Interim Program Director for Adult Gerontology Acute
Care Nurse Practitioner*

**Joanne Noone, Ph.D., R.N., C.N.E.,
A.N.E.F., F.A.A.N.**

Program Director for Master of Nursing Education

**Lisa Osbourne-Smith, Ph.D., C.R.N.A., CAPT., USN
(Ret.)**

Program Director for Nurse Anesthesia

Tamara Rose, Ph.D., R.N.

Campus Associate Dean for Klamath Falls

Margaret Scharf, D.N.P., P.M.H.N.P./C.N.S.-B.C.

*Program Director for Psychiatric Mental Health Nurse
Practitioner*

**Helen Turner, D.N.P., P.C.N.S.-B.C., A.P.-P.M.N.,
F.A.A.N.**

Assistant Dean for Advanced Practice Programs

Heather C. Voss, Ph.D., R.N.

*Associate Professor & Interim Campus Associate
Dean, Ashland Campus*

Jacqueline Webb, D.N.P., M.S.N., F.N.P.-B.C.

Program Director for Family Nurse Practitioner

Research Affairs

Hector Olvera Alvarez, Ph.D., P.E.

Senior Associate Dean for Research Affairs

Kristin Cloyes, Ph.D., M.N., R.N.

Program Director for PhD Program

Student Affairs & Diversity

Karen Reifenstein, Ph.D., R.N.

Senior Associate Dean for Student Affairs & Diversity.

Sarah Keeney, M.A.

Director of Learning Support

Tami Buedefeldt, B.S.

Director of Admissions

Find the complete SoN organizational chart at:
[www.ohsu.edu/school-of-nursing/organizational-
chart-click-download](http://www.ohsu.edu/school-of-nursing/organizational-chart-click-download)

Welcome to the University



It is my privilege to welcome you to OHSU.

The COVID-19 pandemic has cast a global spotlight on the critical care provided by health care workers, and nursing is an integral part of shaping a healthier future. OHSU has a proud tradition of attracting and educating the best and brightest students and I am pleased you have chosen our outstanding educational programs to pursue your career in nursing.

As a student at Oregon's academic health center, you'll learn in one of the most interesting academic settings in the country, at one of the most interesting times in health care's history. The OHSU School of Nursing is one of the very best, where the complex treatment of diseases is routine – and the commitment to service and collaboration is next to none.

This is an important time to be a student at OHSU. The health care industry is changing in a myriad of ways, and OHSU is set to lead in redefining what that looks like for Oregon. As part of the future workforce, you'll also play an important role in the transformation. The School of Nursing is well-positioned for success in this evolving environment, as it consistently ranks among the best nursing schools in the country. That's thanks to an innovative

curriculum that puts an emphasis on evidence-based learning – as well as an outstanding faculty and student body.

OHSU played a critical role in managing the COVID-19 pandemic for the state, and had great success in flattening the curve from the initial COVID-19 outbreak in Oregon. Being the state's hub of innovative health care, research and education, you will be learning from innovative educators and researchers involved in leading-edge technologies, science and methods.

We like to say that OHSU's campus is all of Oregon, and you need look no further than the School of Nursing to see evidence of that. Thanks to robust partnerships with academic institutions around the state, the OHSU School of Nursing is educating students in five different communities across Oregon. Whether you're studying in Ashland, La Grande, Klamath Falls, Monmouth or Portland, you're an important part of the fabric of OHSU.

I'm proud to receive you as a member of our university, and I look forward to seeing all that you'll accomplish. I thank you for all you have done, are doing or will do for OHSU and Oregon.

Danny Jacobs, M.D., M.P.H., FACS
President

OHSU Vision, Mission and Values

A Vision for the Future

Our vision is to partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of Oregonians and beyond.

OHSU's focus on healing, teaching and discovery — combined with our deep history in Oregon — is unique. We are the state's only academic health center and one of the only universities in the U.S. devoted exclusively to educating doctors, dentists, nurses, pharmacists and public health professionals. We not only treat the most complex health needs in the region, we make discoveries that save lives and train leaders to address the societal issues that impede health.

OHSU's Mission

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

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

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

OHSU's Values

Transparency

Transparency is the foundation on which trust grows and develops, and as such is essential to everything we do — including collaboration, a cornerstone of OHSU strategy. Transparency builds credibility — and, over time, a sense of institutional integrity — by creating clarity around key facts in many areas from clinical outcomes to financial and other performance data. This can be uncomfortable because transparency can also reveal areas of vulnerability, but it is necessary to inspire public trust, to meet the needs of those we serve, and to fulfill our missions. There is no trust without transparency.

Diversity

The first goal of OHSU 2025 Plan captures the centrality of diversity to OHSU values and strategy: "Building a diverse, equitable environment where all can thrive and excel." Patients should be able to see providers who understand and can meet their diverse needs — providers who appreciate and respect differences, whether ethnic background, race, language, religion, abilities, sexual orientation or culture. Students learn best in a diverse educational environment, from mentors with varied backgrounds and experiences, and are thus better equipped to treat the increasingly diverse patient population. In the research mission, diversity promotes creativity. Innovation happens when you bring together people with a wide variety of backgrounds and ideas. Embracing diversity is the right thing to do, and the smart thing to do as well.

Quality

As Oregon's only comprehensive academic health center, OHSU is and should be the standard-bearer for quality. We are looked to by the community — and by extension the nation and the world — to establish the benchmarks for quality and to model behavior that adheres to those standards. Our commitment to quality extends throughout the institution. We embrace the pursuit of quality in the broadest possible sense — a commitment to excellence in our mission areas and integrity in our behavior.

Service excellence

As a mission-based organization with a vision to improve the health and well-being of Oregonians, OHSU exists to serve others. To be effective, we need to be approachable and accommodating —

we must offer comfort and reassurance and uphold the confidence of those we serve. This is true of internal clients, collaborators and stakeholders as well as patients, external partners, community leaders and the general public. We must always remember that the people we serve do not experience OHSU as an institution, but as a person — whether in a patient ward, on a physician consult line, through research collaboration or navigating our complex campus. OHSU's reputation is made and remade, every day, one encounter at a time.

OHSU's Vision

A Vision for the Future

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The University

As the state's only health and research university, OHSU brings together patient care, research, education of the next generation of health care providers and scientist and community service to improve the health and well-being of all Oregonians.

With nearly one million patient visits each year, OHSU educates thousands of future health care providers. Immerse yourself with facts and stats about Portland's largest employer, Oregon's provider of care to every corner of the state, and one of the nation's top 28 biomedical research institutions.

OHSU Facts

Oregon Health & Science University is a nationally prominent research university and Oregon's only public academic health center. It educates doctors, nurses, dentists, pharmacists and other health care professionals and conducts extensive research, including clinical trials to test new ways to prevent, detect and treat illness.

OHSU is also Portland's largest employer and a statewide economic powerhouse. Our operations include multiple campuses, adult and children's hospitals, and clinics across Oregon. We also have state-of-the-art research facilities, including the 320,000-square-foot Knight Cancer Research Building, which opened in 2018.

Economics and funding

- Annual operating budget: \$4.27 billion from patient care, gifts, grants and contracts revenue.
- Oregon's General Fund: \$61.2 million
- OHSU fundraising (philanthropy from our donors): \$104,901,236 from 10,714 donors. The OHSU Foundation's *Onward* campaign concluded in December 2020, with a total of \$2.002 billion raised from 50,991 donors.

Research

- Award dollars: \$596.88 million
- Invention disclosures: 86

Honors:

- David Huang, M.D., Ph.D., earned the Lasker Award and was elected to the National Academy of Engineering.
- OHSU dermatologists and researchers detected the world's smallest skin cancer.
- OHSU embryologist Shoukhrat Mitalipov, Ph.D., earned the American Society of Reproductive Medicine Distinguished Researcher Award.
- Lisa Coussens, Ph.D. was elected to the National Academy of Sciences.

Patients

- Hospital admissions and medical clinic patients: 340,047
- Children: 76,736
- Adults: 263,311
- Dental clinics: 12,191
- Pediatrics: 1,550
- Adults: 10,641

Education

Students and trainees: 5,102

Students: 4,130

- 2,574 students in OHSU degree or certificate programs
- 1,556 students in joint programs
 - 1,190 students in the OHSU-Portland State University School of Public Health
 - 267 students in joint programs with Oregon State University
 - 99 students in joint programs with the Oregon Institute of Technology

Trainees: 972 graduate medical education residents and fellows

Faculty: 3,487

Degrees and certificates (2022-2023):

- Degrees and certificates awarded: 1,482
- Degree and certificate programs: 58

Facilities and Employees

Employees: 21,300

Health care facilities:

- OHSU Hospital
- OHSU Doernbecher Children's Hospital
- Hillsboro Medical Center (formerly Tuality Healthcare) and Adventist Health Portland
- Clinics across Oregon

Oregon economic impact (2019 study): \$7.2 billion and 42,639 jobs

Alumni

Number of alumni overall: 45,086, including 22,134 living in Oregon

Unique in Oregon

Together, we're called to cast light into the dark spaces of human understanding. Seeking cures. Inspiring hope. Teaching the next generation of innovators. Seeing the world not for what it is but for what it can become.

OHSU's singular focus on improving health starts with Oregonians and has global impact. We are the only academic health center in Oregon, but we're also nationally distinct as a university dedicated solely to advancing health sciences. This allows us to concentrate resources on research to prevent and cure disease, on education that prepares physicians, dentists, nurses and other health professionals to succeed in an evolving health care environment, and on patient care that incorporates the latest knowledge and discoveries.

About the School of Nursing

Vision, Mission and Values

Mission: Healing, teaching, and discovery to optimize health, prepare nurse leaders, and transform health care.

Vision: "Health for all" — Achieve health equity and optimal well-being for individuals, communities, and populations in Oregon and beyond.

Values: The OHSU School of Nursing, committed to being a trauma-informed organization, values:

- Well-being: A culture of health, safety, and respect for all
- Diversity: Social justice, equity, inclusion, and belonging
- Excellence: Quality, innovation, and sustainability
- Integrity: Honesty, trustworthiness, transparency, and authenticity
- Collaboration: Mutual exchange and reciprocity with one another and our partners.

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

The campuses of OHSU School of Nursing (Ashland, Klamath Falls, La Grande, Monmouth and Portland) are internationally recognized for excellence in research. School of Nursing faculty members believe that nursing science is not an end in itself, but rather a systematic process used to enhance nursing practice and improve the health care of individuals,

families and communities. The school consistently ranks among the top nursing schools funded by the National Institutes of Health. The combined efforts at the campuses contribute to education, practice, research and technology that enable students and faculty to provide advanced education and health care services throughout Oregon.

Tradition: The History of the School

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

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

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

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

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

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

In 1979, the undergraduate degree programs were expanded to La Grande, Ore., to provide the eastern region of the state with baccalaureate-prepared nurses.

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

The 1990s offered many opportunities for innovation and change. To assist with the education of independent practitioners in several specialties including mental health, community health, adult care, pediatrics, gerontological nursing, women's health care, nurse-midwifery and family nursing, post-master's certificate options were developed which allow students with a master's degree in nursing to gain the 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 on five campuses across the state: Ashland, Klamath Falls, La Grande, Monmouth and Portland.

During this time, a unique collaborative statewide degree was being developed. The Oregon Master of Public Health Program was developed and offered through Oregon Health & Science University, Oregon State University and Portland State University.

This unique program allowed students to interact with nationally and internationally recognized faculty from three dynamic universities and combines broad training in public health with specific training in one of the specialty tracks offered at the participating universities. In 2005, the OHSU School of Nursing began offering the online Oregon Master of Public Health: Primary Health Care and Health Disparities in partnership with OMPH. The Master of Public Health and the Graduate Certificate of Public Health Programs from the OHSU School of Nursing moved over to the OHSU-PSU School of Public Health in winter of 2016.

In 1999, nursing leaders in Oregon began to see evidence of a growing shortage of professional nurses and the Oregon Nursing Leadership Collaborative began a strategic plan to address this major workforce issue. The strategic plan had two goals specifically related to nursing education: to double enrollment in Oregon nursing programs and redesign nursing education to meet the emerging health care needs of Oregonians more directly. The ONLC agreed the best way to meet these two goals was through the development of a competency-based nursing education system; hence, the Oregon Consortium for Nursing

Education 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 onsite 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, community settings and simulation. In simulation, students participate in patient care working with standardized patients and utilizing a manikin called a human patient simulator. The simulator mimics a human patient in many ways, and allows the students an opportunity to practice in a safe environment. The development of teamwork, clinical judgment skills and communication are some of the focus areas addressed in simulation.

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

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

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

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

In 2011, the OHSU School of Nursing celebrated its 100-year anniversary. We honored our history by acknowledging how the school has flourished (our theme for the event) with innovative research, strength in practice, excellence in teaching and service to Oregonians across all 96,000 square miles of the state. From education and practice to research and leadership, our nurses and school have flourished for over 100 years.

In 2012, the first cohort of post-baccalaureate Doctor of Nursing Practice Students graduated; in 2013, we graduated our first cohort of Health Systems and Organizational Leadership students; and in Spring of 2014 celebrated our first cohort of seven students in the Undergraduate Gerontological Nursing Honors Program.

In 2014-15 the school added graduate programs in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) and Pediatric Nurse Practitioner (PNP).

In 2016 OHSU reaffirmed their dedication to rural health by opening the Rural campus located in Klamath Falls.

2018 marks the 10th anniversary of the School of Nursing's Monmouth campus. In the summer of 2019 the School of Nursing transitioned to offering the Doctor of Nursing Practice degree exclusively and the

school saw its first graduates of the adult gerontology acute care nurse practitioner, family nurse practitioner, nurse anesthesia, nurse-midwifery, pediatric primary & acute nurse practitioner, and psychiatric mental health nurse practitioner DNP programs in 2022.

2019 marked the 40th anniversary of our first regional campus, La Grande, housed at Eastern Oregon University.

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, Ore., has a mild four-season climate and is surrounded by rivers, lakes, mountains and national forests. With a population of approximately 20,000, 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 engineering, health and business technologies.

As 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, Ore., 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.

Opening in the fall of 2015, the OHSU Campus for Rural Health joined the OHSU School of Nursing in Klamath Falls. It provides an interprofessional and rural educational experience for students in all OHSU programs and schools. With an aim to prepare

health professionals to work in rural communities, provide team-based patient-centered care and improve the health of rural populations, OHSU students from all health-related disciplines have the opportunity to learn and work together as part of their curriculum.

The OHSU School of Nursing in La Grande is located on the Eastern Oregon University campus and became the first OHSU regional campus to open. EOU serves as a regional center for education, culture and scholarship. Nearly 26,000 people call Union County home and approximately 13,050 people live in the city. The community is a jumping-off point for many outdoor activities including skiing and hiking in the nearby Elkhorn Mountains, mountain biking along the Oregon Trail and fishing for trout and steelhead on the Wallowa River. The closest major cities are Portland, Ore. (260 miles), Boise, Idaho (174 miles) and Spokane, Wash. (255 miles). EOU plays a vital role providing greater access to higher education in rural areas of the state. The small size of the campus and supportive learning community enhance the quality instruction and personal attention students receive. A broad choice of liberal arts, sciences and professional programs are available, all taught by dedicated faculty. The School of Nursing in La Grande also operates the EOU Student Health Center.

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

The OHSU School of Nursing in Portland is located on the 116-acre Marquam Hill campus of Oregon Health & Science University overlooking downtown Portland. OHSU occupies 37 major buildings on the hill and dozens of offices, clinics, education and research facilities throughout the state. The 300-acre West Campus in Hillsboro includes several research institutes and centers. OHSU forged a partnership with the City of Portland and private developers to revive and improve a section of underused industrial land bordering the Willamette River. As a result, the South Waterfront district is rapidly growing into a new Portland hot spot. It is also the home of OHSU's

Center for Health & Healing, the first building on the South Waterfront campus and one of the most environmentally friendly buildings in the nation. The newest addition to South Waterfront is The Collaborative Life Sciences Building & Skourtes Tower which is a unique project bringing together Oregon Health & Science University, Oregon State University and Portland State University in one location to benefit all of Oregon. The Portland Aerial Tram connects South Waterfront to OHSU's Marquam Hill campus. 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 650,380 (2020), and is the core of the metropolitan area (2.4 million people). Nearby rivers and lakes invite swimming, boating and other water sports. Mountains and ocean beaches within a 90-minute 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). 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.



Finances

2024-2025 Tuition and Fees

Every person in the OHSU SoN community and attending classes shall register and pay fees and tuition within the established timeframe. Students must coordinate and partner with their advisor, program associate and the OHSU registrar if they elect to add or drop a course during the term. This level of partnership and coordination will also allow for discussions around potential fees for registration changes.

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.

OHSU Registrar and Financial Aid Office
3181 S.W. 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

Estimated Registration and Application Student Fees

Enrollment deposit	\$200 – \$500
OHSU transcript fee	\$20
Credit-by-examination	up to \$40
Graduation application fee	\$60

Financial Support

Financial Assistance and Scholarships

Oregon Health & Science University awards grants, loans, scholarships and employment-related tuition discounts for aiding eligible students who need assistance with financing their education.

Applicants must apply and be admitted to a financial aid eligible OHSU School of Nursing program to be eligible to receive federal financial aid. 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 at studentaid.gov/h/apply-for-aid/fafsa beginning in October. The priority filing date is currently January 15 of each year. The FAFSA form may be completed after that date; however, some aid programs are limited and require early application.

Federal programs available to students includes:

- Federal Work-Study,
- Federal Pell Grants, Supplemental Educational Opportunity Grant (SEOG),
- Federal Direct Stafford Loans/Plus Loans, and Nursing Loans.

Students may also be provided information regarding private alternative education loans.

State of Oregon financial assistance programs can be located at the Oregon Student Access Commission that includes scholarship and the state need grant program.

- For scholarships: app.oregonstudentaid.gov/
- For state need grant: oregonstudentaid.gov/grants/oregon-opportunity-grant/
- Scholarship opportunities can be found at: www.ohsu.edu/education/types-financial-aid

Institutional loans may be available to those students who are not eligible for the full amount in federal and private alternative loans. *Note:* funding is limited and may not fill a student's remaining need. The institutional loans have different repayment terms than federal loans.

The School of Nursing also has the Harding Institutional Loan available to undergraduate students who find themselves in need of a loan to manage educational expenses. For an application form, contact the Office of Admissions at 503 494-7725 or visit the SoN Scholarships page at www.ohsu.edu/school-of-nursing/scholarships.

If a student receives funds in excess of their tuition and fees, they will receive a refund in the form of a check or direct deposit. It is recommended that students sign up for direct deposit. Additional information about signing up for direct deposit is included in their award notification materials from the OHSU Financial Aid Office.

If a student is having difficulties qualifying for aid, please check with the financial aid office to see if there is any available options. To contact the OHSU Financial Aid Office, please call 503-494-7800 or email finaid@ohsu.edu.

Employee Tuition Benefits

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 or visit www.ohsu.edu/human-resources/other-benefits

Veteran's Education Benefits

Please contact the School Certifying Official at 503-494-5877 and more information can be found at www.ohsu.edu/education/veterans-affairs-education-benefits.

Educational Debt Counseling and Financial Management

OHSU's Educational Debt Counseling and Financial Management program is devoted to fostering a financially empowered community of students and alumni. Through personalized one-on-one counseling sessions and group interactive workshops, we offer lessons and resources to help you manage your money by making informed decisions regarding your educational debt and personal finances, including budgeting, loan repayment strategies and forgiveness programs, understanding personal credit, and more. All students are encouraged to use this service. To learn more or set up an appointment, email Janna McKay at mckayj@ohsu.edu.

Paying tuition and fees

Students experiencing difficulty paying the full amount of their tuition and fees are encouraged to contact the OHSU Financial Aid Office at 503-494-7800 or email finaid@ohsu.edu to discuss if there are any possible financial aid options. Students with a balance due are encouraged to contact the OHSU Student Accounts Office at 503-494-5710 or email StudentAR@ohsu.edu. Students that need a monthly payment plan are encouraged to contact Student Account prior to the beginning of the term. If a student has a balance due, after the due date for any given term, a hold will be applied preventing them from future registration. In order for a student to register for a future term, their account will need to be paid in-full.

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 at: www.ohsu.edu/school-of-nursing/tuition-and-fees

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 or www.ohsu.edu/school-of-nursing/admissions.

All awards are distributed based according to specified grant requirements and donors' 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 may be 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/education/tuition-and-fees. No refunds are given for employee tuition benefits. More information on the Employee Tuition Benefit Program can be accessed on the OHSU O2 in the Human Resources section.

Requests for refunds due to academic withdrawal 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 or class year. The OHSU Academic Calendar is available at www.ohsu.edu/education/academic-calendar.

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

Border County Residents

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

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

Non-resident undergraduate nursing students on the La Grande campus will also pay Resident Tuition rates if they are residents of Idaho or Washington and have completed at least one term at EOU prior to entering the undergraduate nursing program. Students eligible for either of these exemptions 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 non-resident rate.

Out of State Applicants – PhD and DNP Programs Only

Non-resident PhD and DNP students from states participating in the Western Regional Graduate Program of the Western Interstate Commission for Higher Education pay Resident Tuition rates. Participants include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah, Washington, Wyoming and the Commonwealth of the Northern Mariana Islands. Students eligible for this exemption 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 non-resident rate.



Admissions

Admission Policies and Procedures

The SoN Office of Admissions is here to support in navigation of and preparation for the admissions process. OHSU SON is competitive. As individuals consider their application to the SON, please be aware that there are specific prerequisites that must be met for admission, minimum GPA and standardized test score requirements and applicants must have the necessary nursing license and or license eligibility.

OHSU Values the Power of Difference

In the OHSU School of Nursing, we honor, respect, embrace and value the unique contributions and perspectives of all employees, patients, students, volunteers and local and global communities. Differences in age, culture, ability, ethnicity, gender, gender identity and expression, national origin, race, religion, and sexual orientation provide a diversity of thoughts and ideas that enrich the learning and healing environment. Diversity maximizes our true potential for creativity, innovation, quality patient care, educational excellence, and outstanding service.

The OHSU School of Nursing recognizes and acknowledges structural racism exists in society and in healthcare and is deeply committed to combatting it within our school, across OHSU, and in the broader world. We commit to promoting diversity, equity, inclusion, and belonging in our school, across OHSU, and in society.

We value trauma informed principles and approaches to include psychological and physical safety, acknowledging how trauma may show in our system and working diligently to avoid retraumatization, voice and choice, collaboration, empowerment, and a keen and ever evolving understanding to historical, cultural, and gender considerations

Diversity at OHSU includes creating an equitable and inclusive community, achieving access for students historically underrepresented in healthcare, focusing our research and scholarship on resolving health inequities, and preparing all students to care for diverse populations.

OHSU is an equal opportunity employer for all individuals, without regard to race, color, religion, national origin, disability, age, marital status, sex, sexual orientation, gender identity or expression, military service or any other status protected by law. It does not discriminate on any status protected by law. This policy applies to all employment, education, volunteer, and patient care related activities or in any other aspect of OHSU's operation. Such compliance efforts are coordinated by the OHSU Office of Civil Rights Investigations and Compliance. OHSU complies with Title IX of the Education Amendments Act of 1972 and 34 CFR Part 106 by prohibiting discrimination on the basis of sex or gender in education programs, activities,

employment and admissions, www.ohsu.edu/office-of-civil-rights-investigations-and-compliance. Inquiries about Title IX compliance or sex/gender discrimination may be directed to the OHSU Title IX

coordinator: Angela Fleischer: titleix@ohsu.edu or 503 494-5676. Title IX inquiries may also be directed to the U.S. Department of Education Office for Civil Rights, 800 421-3481.

Nursing Programs At-A-Glance

	Bachelor of Science	Master of Nursing	Doctor of Nursing Practice	Doctor of Philosophy**
Adult-Gerontology Acute Care Nurse Practitioner			◆	
Family Nurse Practitioner**			◆	
Health Systems and Organizational Leadership		◆		
Nurse Anesthesia			◆	
Nurse-Midwifery**			◆	
Nursing*	◆		◆	◆
Nursing Education		◆		
Pediatric Primary & Acute Care Nurse Practitioner**			◆	
Psychiatric Mental Health Nurse Practitioner**			◆	

Application deadlines and prerequisites are located at www.ohsu.edu/son

* The Bachelor of Science with a major in nursing has multiple pathways that have different programs of study, application deadlines and admission terms. Visit www.ohsu.edu/son for more information.

** Accelerated bachelor's to DNP and PhD offered.

SoN Admission Vision, Mission, and Values

Consistent with OHSU's definition of diversity, the Admission Vision, Mission and Values statements for the School of Nursing acknowledge the strong commitment of the nursing faculty and administration to create a diverse, equitable, and inclusive student body in all programs and across all campuses.

Admissions Vision: We envision a dynamic learning community made up of students and faculty with diverse perspectives and backgrounds in an academic environment that fosters the development of compassion, humanism, professionalism and cultural competence and sensitivity.

Diversity, inclusion, equity and belonging are fundamental to achieving excellence in our missions of teaching, research, and practice. We are strongly committed to a diverse learning community as we recognize that diverse people, perspectives, and solutions are foundational to achieving health equity. An inclusive environment provides an opportunity for all students, faculty, and staff to thrive, do their best work, and achieve their full potential.

Applying to the OHSU School of Nursing

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

All prospective students must submit a Nursing CAS online application, application fee and materials for the specific program and campus to which the student is applying. Applicants can apply to multiple programs within the SoN, but are required to submit a separate application, application fee and materials for each program. Applicants can only apply for one campus per program.

Applications for all nursing programs and campuses are processed through the Office of Recruitment and Admissions at the Portland campus. Those applying to undergraduate programs on regional campuses must still submit their application materials using the process outlined above.

Oregon Health & Science University
School of Nursing
Office of Recruitment and Admissions
3455 S.W. U.S. Veterans Hospital Road, SN-ADM
Portland, OR 97239-2941
Phone: 503 494-7725 or 1 866 223-1811
Fax: 503 346-8296
E-mail: proginfo@ohsu.edu
www.ohsu.edu/son

Application deadlines are listed under the Admissions section at www.ohsu.edu/son. Application deadlines are firm unless listed as "priority application" deadlines. For programs with priority application deadlines, applications received or completed after the established application deadline may be reviewed on a space available basis. The Office of Recruitment and Admission may make exceptions to the application deadlines or standards based on the needs of the academic program.

Record keeping and confidentiality of records is important to the SoN. As such, all application materials will be retained to by the SoN and will not be returned to the applicant or another party. Application fees and enrollment deposits are nonrefundable. Decision letters regarding admission status and related acceptance documentation and requirements are sent out by the OHSU School of Nursing Office of Recruitment and Admissions. Program directors send out program-specific welcome letters after official application decision letters are mailed.

Transfer Advanced Standing for Undergraduate

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

Applicants seeking advanced standing must complete an application. Applications are reviewed at the end of the academic year for matriculation in the following entry term. Transfer applicants must submit a School of Nursing application, official transcripts from the school transferring from, evidence of academic good standing from the dean

or registrar, letter explaining reason for the transfer request, course catalog from the institution of transfer and recommendations (if requested). If a transfer applicant is offered admission, the student must meet the Credit in Residence standard.

Inter-Campus Transfer: Students should expect to complete their program of study on the campus to which they were admitted. Under extenuating circumstances, inter-campus transfers may be considered for students matriculated to an OHSU School of Nursing program who are in good academic standing and recommended for transfer. Inter-campus transfer requests are annually reviewed at the end of the academic year. Recommended inter-campus transfers are evaluated based on recommendations, in addition to availability of space and resources available. Students requesting an inter-campus transfer must contact their campus associate dean or undergraduate program director and submit an inter-campus transfer form. The campus associate dean/undergraduate program director will contact the campus associate dean or undergraduate program director for the campus to which the student is requesting a transfer to determine eligibility and space available.

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

Internal Program Transfer: Graduate Specialty or Graduate Degree Program: Those students wishing to change their degree from one graduate specialty to another and already enrolled in a SoN academic program can apply to the designated program using a modified application process. An abbreviated application is required (Program/Degree Change Form), the application fee is waived and the transcripts on file will be pulled as part of the review process. Applicants will be required to submit transcripts from any newly attended institutions as part of this process. Interested students can contact the Admissions office to request the appropriate application.

Re-enrollment

The SoN understand that life happens and there are many reasons that students may have to withdraw from or suspend a SON program for a time and re-enroll at a later date and time.

When a student re-enrolls, the SoN desires to learn and understand more about the time period away from program.

Students may apply to re-enroll and the SoN will request the following:

- A letter that outlines the reason for readmission
- Submission of academic standing or work experience or both since being away

All the information provided by students in this reenrollment process will be considered in re-enrollment request process.

Admission Notification

All applicants will receive notification of the results of their applications from the Office of Admissions. Applicants offered admission will be provided with the appropriate enrollment agreement, registration and compliance requirements by the Office of Admissions. Admitted students will be required to complete required paperwork and remaining prerequisite coursework and to pay an enrollment deposit prior to matriculation. Failure to meet pre-entrance requirements may result in revoking the offer of admission. Admitted students who do not matriculate during the intended entry term will be administratively withdrawn.

Admission Types

Unconditional Admission

Students with unconditional admission have met all admissions standards and are admitted without condition. Each academic program has specific prerequisites, educational requirements and licensure or certification requirements that must be completed before matriculation. Admitted students may be in progress with these specific requirements, but failure to provide the documentation showing the completion of these requirements prior to matriculation is grounds for administrative withdrawal from the program.

Conditional Admission

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

Conditional admission status may be granted to an applicant who does not meet admission standards but whose overall record indicates potential. A conditionally admitted student is required to maintain a 3.0 grade point average in the first nine

(9) quarter-credit hours of SoN course work as well as any other conditions indicated in the student's acceptance letter. Any student who does not completely meet the conditions will be referred for dismissal from the program.

Admission Deferral

Applications to OHSU School of Nursing should be made for the year in which a student plans to attend. The SoN provides an option for admitted candidates to defer their admission within 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. Admission deferral is an option for all SoN programs except undergraduate 3-year, community college transition, accelerated, or accelerated to graduate degree programs.

In order to request a deferral, applicants must be admitted to a nursing program that allows deferrals and request deferral 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. All written requests to defer matriculation must include detailed reasons for the request and are due to the SoN Office of Admissions before matriculation. Once received, deferral requests are submitted to the appropriate faculty governance committee for review and approval. Faculty governance committees or councils may delegate their approval authority to the program director.

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

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

term that they deferred to, their offer of admission will be rescinded, and they will need to submit a new application for admission to a future term.

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

Preparing to Apply

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

1. Review the application deadline for the academic program to which they are applying. Applicants who do not submit all required materials by the stated deadline may not have their application reviewed for admission.
2. Complete the required prerequisite coursework and appropriate licensure requirements.
3. Submit the online application and fee via Nursing CAS.

It is the responsibility of OHSU employees seeking to pursue individual courses for academic credit or an academic degree or certificate within OHSU to notify the academic program of their employment status prior to registering or accepting admissions to ensure the activity does not impact their work schedule and to minimize potential conflicts of interest.

Current OHSU students intending to accept an employment offer (excluding positions identified as Student Employment or Student Work Study) from an OHSU department must notify their academic program prior to accepting the position.

Program-Specific Required Application Materials

All applicants are required to submit the following materials:

- Admission essay or interview (information for interviews will be provided for selected applicants)**.
- Official transcripts from all institutions attended where any college level coursework was completed.
- Proof of completion of required prerequisite courses/licensure as listed. Science courses must be completed within seven years unless you are applying to the RN-BS program and have an active RN license.

Must be able to pass a background check and drug screen prior to enrollment.

All graduate applicants are required to submit the following materials:

- Current résumé or curriculum vitae.
- Three letters of reference.
- Evidence of successful completion of a statistics course. This course must have been taken within the last five years with a grade of B- or higher for all graduate programs.***
- Sample of scholarly work (DNP and PhD only).
- Post-master's DNP applicants must submit a description of current engagement in practice as an advanced practice nurse.
- Applicants must hold or be eligible for an unencumbered Oregon RN license or an Oregon clinical nurse specialist, nurse practitioner or nurse-midwife certificate as an advanced practice nurse. Exception for PhD applicants.
- Applicants must have a bachelor's degree in nursing.

** Applicants applying to graduate programs may have more than one essay or goal statement to complete.

*** Not required for PhD applicants.

International Applicants

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

- TOEFL exam scores must be 83 or higher
- Foreign transcript evaluation. All foreign transcripts must be translated by the appropriate and official transcript evaluation service (see options below). Applicants are required to provide a course-by-course evaluation that shows the course name, grade received using a U.S. grading scale, cumulative grade point average, and degree earned. For applicants with international nursing coursework or credentials, prospective students must demonstrate that prior nursing education is equivalent to that offered in the United States. Applicants must submit their foreign transcript evaluations to both the OHSU School of Nursing and the Oregon State Board of Nursing as part of the application process (except PhD, see below).
 - International applicants with RN or LPN-level nursing coursework or credentials from another country can use Commission on the Graduates of Foreign Schools Credential Evaluation Service
 - International applicants with RN or LPN and graduate level RN or advanced practice coursework or credentials should use the International Education Research Foundation, Inc., (IERF) transcript evaluation service; and
 - International applicants to graduate programs (except PhD) must be eligible for an Oregon registered nurse license upon application and if offered admission, must become licensed in the state of Oregon prior to matriculation.* Proof of Oregon licensure must be provided before the first day of classes.

**Exceptions can be made with prior approval to become licensed within the first term of the program.*

Prerequisites: Undergraduate Admission Requirements

Academic and licensure standards for admission:

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

Table 1. Undergraduate Programs

	Prior Degree	Science Grade Point Average Calculated	Graduate Record Examination (GRE)	Oregon Nursing License
3-year program*	No	No	No	No
RNBS	Yes AA in Nursing	No	No	Yes**
Accelerated Baccalaureate (AccBacc)	Bachelor degree in non-nursing field	No	No	No
AccBacc to DNP	Bachelor degree in non-nursing field	Yes	No	Required for matriculation to graduate portion of program
AccBacc to PhD	Bachelor degree in non-nursing field	Yes	No	Required for matriculation to graduate portion of program

* A&P prerequisite sequence can only be repeated once within 7 years of application and the most recent grade will be accepted whether higher or lower than the first time the sequence was taken.

Students in the AccBacc to graduate programs must maintain a cumulative 3.0 GPA, inclusive of their undergraduate nursing coursework in order to transition to the graduate program. Additionally, students must be in good standing, not on probation. Please refer to Table 4: Probation and Dismissal Guidelines.

**Students in the RNBS program may be admitted and permitted to matriculate in didactic coursework for the first term only, pending licensure, with program director approval.

Table 1. Undergraduate Prerequisite Coursework

	BS	RNBS	Accelerated Bachelor of Science (Portland and Ashland campuses)	Accelerated Bachelor of Science to PhD and DNP
Prerequisite coursework to be completed prior to matriculation:				
May submit application with 30 of 45 quarter credits of prerequisite coursework including one term of Anatomy and Physiology and Math 95 or higher completed with a C grade or better.	◆			
May submit application with 1 course of Anatomy and Physiology completed with a B- or better for Acc Bacc and a C or higher for other BS programs and a reasonable plan to complete all prerequisites.	◆		◆	◆
Basic Computer Literacy	◆	◆	◆	◆
Anatomy and Physiology with lab (12 quarter credits)*	◆	◆	◆	◆
Introduction to Genetics (one course or a module within a course)		◆	◆	◆
Lifespan Human Growth and Development (3 quarter credits)	◆	◆	◆	◆
Math 95 or higher competency (0-4 quarter credits)	◆	◆		
Microbiology with lab (3 quarter credits)	◆	◆	◆	◆
Nutrition (3 quarter credits)	◆	◆	◆	◆
Social Science (6 quarter credits)	◆			
Social Science (3 quarter credits)		◆		
Statistics: Descriptive and/or Inferential (3 quarter credits)		preferred	◆	◆ within five years of entry for DNP and within 7 years for PhD
Writing/English Composition (6 quarter credits minimum are required as prerequisites.)	◆			
Writing/English Composition (8 quarter credits are required for the degree.)		◆		
Humanities (3 quarter credits)		◆		
Electives (to equal a total of 45 quarter credits of prerequisites completed)	◆			
Recommended:				
Humanities (3 quarter credits)	◆			

Please note: Science courses must be completed within 7 years of matriculation.

* A & P prerequisite sequence can only be repeated once within 7 years of application and the most recent grade will be accepted whether higher or lower than the first time the sequence was taken.

Selected Prerequisite Descriptions

Anatomy and Physiology with labs (12 quarter credits):*

A year-long sequence of human anatomy and physiology with laboratory inclusive of all body systems. This sequence must be taken in its entirety prior to the first nursing course. *Note:* Chemistry or biology may be required prior to the anatomy and physiology sequence at some colleges or universities; please check individual college requirements.

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

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

Humanities (9 quarter credits): Potential courses that will meet this requirement are from the following departments: history of art, art appreciation, history of music, music appreciation, English literature, linguistics, philosophy, religion, speech, theater arts, foreign language, communication, journalism and women's studies.

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

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

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

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

Written English or English Composition (6 quarter credits minimum are required as a prerequisites): 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. The requirement can also be met through college or university courses that are identified as writing intensive and include the above elements in addition to at least one composition course (e.g., WR 121, 122 or 123). Applicants who have completed a non-nursing bachelor's degree in an English-speaking country can use it to meet this requirement. However, additional elective credit may be needed for graduation.

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

Competencies

We want to make certain that every student in the SoN can succeed and as such have identified several competencies that must be met in order to support this objective. Competencies are as follows:

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.

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

Students should refer to the course equivalency guides at www.ohsu.edu/school-of-nursing/admissions-requirements-and-application-checklist to determine what specific courses in area colleges and universities fulfill these prerequisites.

**Courses must be completed within seven years.*

Graduate Admission Requirements

Table 2. Graduate Programs

	Prior Degree	Cumulative & Science Grade Point Average Minimum	Graduate Record Examination (GRE) ¹	Statistics Course	Oregon Registered Nursing License*	Advanced Practice Nurse License
Master of Nursing	Bachelor's in nursing	3.0 Cum GPA	Not required	Pass a statistics course with a "B-" or better within five years before entry	Yes	No
Doctor of Nursing Practice (Postbacc APRN)	Bachelor's degree in nursing	3.0 Cum GPA 3.0 Science GPA	Not required	Pass a statistics course with a grade of B or better within five years before entry	Yes	No
Doctor of Nursing Practice (Post-master)	Master's in nursing or related field	3.0 Cum GPA Science GPA not required	Not required	Not required	Yes	Yes, except for HSOL
Doctor of Philosophy (Postbacc)	Bachelor's degree in nursing	3.0 Cum GPA Science GPA not required	Not required	Not required	Yes**	No
Doctor of Philosophy (Post-master)	Master's in nursing or related field	3.0 Cum GPA Science GPA not required	Not required	Not required	Yes**	No

¹ GRE scores are not required, but if taken may be submitted. The lack of reported GRE scores will not disadvantage an application

* Oregon nursing license required. Students enrolled in a distance education program and not engaged in the practice of nursing as defined by Oregon statues (ORS 678.010(7) must maintain nursing license in state of residence unless an Oregon license is deemed necessary by the academic program director.

**Not required for international students in the PhD program.

Ensuring a Culture of Safety Through Compliance and Immunization Requirements

At the SoN, creating a culture of safety is important. The SoN wants to make certain that every member of the community has all the tools and resources to be safe while they do their job and vaccinations are part of creating and maintaining the culture of safety. To this end, all OHSU students are required to provide documentation regarding their immunization history as outlined in the OHSU Student Health Service pre-entry guidelines policy 02-01.001 and the Student Compliance and Drug Screening Policy 50-01.15.

Registration will be held restricting students' progression (e.g., enrollment in courses, access to clinical placements) if these requirements are not met. Students who fail to submit required compliance documentation by established deadlines will have a registration hold put on their account that will block future term registration until compliance materials are up to date.

Depending on the program, students may be excused from compliance requirements. Approved exclusions from any compliance requirement are summarized in the policy. The School of Nursing uses a vendor called American Databank, who also administers Complio, to help our students track, access and maintain their immunization and compliance records throughout their academic program. This Web-based database allows students to access their immunization and compliance records from anywhere they have Web access and gives them the ability to update and download their compliance "passport" at their convenience. This system also automatically notifies students when an immunization or compliance item is expiring and new material is required so that they can plan to update their records as needed.

Many required items do expire each year and need to be renewed on an annual basis. It is important that students follow up with any notifications that they receive from American Databank or Complio regarding any compliance or immunization items that are expiring or have not yet been completed. Failure to provide the required material by the

expiration date will cause their record to show as "non-compliant" and will flag their file for administrative review by an OHSU administrator. Each term, school administrators review the database to identify any student records that are flagged as "non-compliant" in the system. Compliance with all required items is needed in order to be eligible to progress academically. Failure to comply with requested action items can result in a registration hold being placed on the student account which would impact the student's ability to progress academically until all items are completed.

Below is a list of immunization and document requirements:

- Successfully pass the required background check, Social Security, and sex offender registry checks.
- Successfully pass required drug screening (unless excluded in Student Drug Screening section of this policy)
- Successfully complete OHSU required certifications and trainings¹
- Student immunization records (see Table 1 for immunization, OHSU student health fee and student health insurance requirements)
- Health insurance (automatically enrolled by first day of the month in which classes start) or approved waiver (see deadline for receipt of completed notarized application)²
- Release of Information Form, Media Release Technical Standards, background disclosure form, SoN Code of Conduct and Student Responsibility Agreement
- Confirmation of Oregon nursing license (as required by academic programs). Students enrolled in a distance education program and not engaged in the practice of nursing as defined by Oregon statutes (ORS 678.010(7)) must maintain nursing license in state of residence unless deemed necessary by the academic program director that the student maintain Oregon nursing or APRN licensure.
- Change of address form (if necessary)
- Attendance at orientation program or activity

¹Students are provided with a list of required certificates and testings.

²The deadline for new students is the first day of class. Returning students who wish to continue waivers must resubmit the waiver online before the date that their fall classes begin. Late waivers that are approved will be applied to the next academic term. Waivers have to be reapplied for annually every fall term.

Clinical Adherence Requirements¹

There are specific clinic requirements that must be adhered to on the path to admission to the SoN and they include:

- Infection Prevention and Control Education Competency
- Evidence of current CPR training must be at the BLS Healthcare Provider level and must be obtained through the American Heart Association.
- Flu attestation or declination form as identified in OHSU policy #HC-119-POL
- Additional background checks, including Criminal history record search, Social Security trace, Office of Inspector General search, General Services Administration and the Nationwide Sex Offender Registry search may be required by clinical agencies.

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

Student Drug Screening

Part of the culture of safety is making certain that all members of the SON can practice and participate safely in SON community. OHSU's Institutional drug screen policy (OHSU 02-01-003), Oregon and federal law, require that all incoming and current non-degree and matriculated students with a clinical component in their programs must successfully pass a 10-panel drug screening process; this screening process shall involve urine testing.. The 10-panel drug screen targets amphetamines/ methamphetamines, cocaine, marijuana, opiates,

Table 1.

Immunization, OHSU Student Health Fee and Student Health Insurance requirements by program and/or campus
(Refer to www.ohsu.edu/education/student-health-insurance-plan)

	Updated Immunization Record or Plan to Complete Immunizations	OHSU University Fee	OHSU Student Health Insurance or Approved Waiver ¹
Distance Programs²:			
RN to BS	Yes	Yes	No
On-site Programs:			
Bachelor of Science	Yes	Yes ³	Yes
Master of Nursing	Yes	Yes	Yes
Doctor of Nursing Practice	Yes	Yes	Yes
Doctor of Philosophy	Yes	Yes	Yes
International Interns	Yes	Yes ⁴	Yes ⁵
Post-Doctoral ⁶	Yes	No	No

¹ Requirement dependent on number of credit hours enrolled. See OHSU Registrar for specifics.

² Refer to School of Nursing Course Delivery and Size Parameters policy (20-05.02) for definitions.

³ Student Health fees charged by host campus

⁴ If registered for courses (audit or otherwise)

⁵ See OHSU Exchange Visitor Health Insurance Requirements

⁶ If post-doctoral students enroll in courses, they are required to have the OHSU student health fee and the OHSU student health insurance or approved waiver.

phencyclidine, propoxyphene, barbiturates, benzodiazepines, methadone and methaqualone. Students will be assessed a drug test fee through the OHSU Bursar's office and will not be allowed in clinical placements until evidence of successful drug screening has been received by the SoN.

Students in the Doctor of Philosophy programs are exempt from this requirement unless their graduate internship or dissertation research puts them in direct human participant/patient contact. Any student who refuses to submit to the required drug screening will be referred to the senior associate dean for student affairs and diversity for review prior to administrative withdrawal from the SoN.

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

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

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

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

Reports and 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 in accordance with the OHSU record retention schedule.



Undergraduate Program

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

Brief Program Descriptions

Bachelor of Science with a Major in Nursing

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

The BS program is a three-year program and requires students to complete 87 credits of non-nursing prerequisites and upper division electives

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

Oregon Consortium Nursing Education (OCNE) Partnership

In 2001, the OHSU School of Nursing joined with several Oregon community colleges in an exciting partnership, the Oregon Consortium for Nursing Education. Established in response to the nursing shortage, OCNE expands the opportunities for students within partner schools to receive the BS

nursing degree. Those who graduated with an AA in nursing from a designated OCNE partner school may apply for transfer to OHSU after completing the AA degree to the SoN – Portland campus or into the RNBS completion program.

OCNE transition 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 course sequencing.

Bachelor of Science with a Major in Nursing

(RN-BS Completion Program)

The faculty of the OHSU School of Nursing support associate degree registered nurses who desire to complete their baccalaureate degrees through the RN-BS completion program. The RN-BS completion program offers upper-division courses in a variety of formats. RN-BS students take coursework online.

Bachelor of Science with a Major in Nursing

(Accelerated Bachelor of Science Program)

The Accelerated Bachelor of Science with a Major in Nursing Degree Program is for people who already have a bachelor's degree in a non-nursing field but wish to begin a career as a bachelor's-prepared nurse. Students enrolled in this program must have achieved an accredited bachelor's degree in a field other than nursing, and will complete a generalist nursing curriculum comprising five quarters of full-time nursing coursework required to achieve a BS 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 Doctor of Nursing Practice and PhD Programs

The accelerated bachelor's to DNP and PhD degree programs are options where students with a bachelor's degree in another field can accelerate through the BS with a Major in Nursing program and enter directly into the doctoral programs. These options are aimed at educating individuals as nurse-midwives, family nurse practitioners, pediatric nurse practitioners, psychiatric mental health nurse practitioners and PhD students.

The first five quarters of this program are designed to deliver basic undergraduate nursing education preparing students for the BS with a major in nursing and licensure as a registered nurse. After completing the BS degree, students enroll in the course offerings for the graduate program. Upon completion of the program, graduates will have been awarded a Bachelor of Science with a major in nursing and be awarded a Doctor of Nursing Practice with a major in an APRN specialty area or PhD degree. Graduates will be eligible to take national certification exams for advanced practice roles in the advanced practice specialties.

Students in the accelerated bachelor to DNP or PhD Program who successfully complete the accelerated bachelor of science program of study continue in the graduate program for which they applied. Entrance into the DNP or PhD program begins immediately after successful completion of the accelerated baccalaureate program.

Oregon Consortium for Nursing Education (OCNE)

Curriculum Outcomes

The student learning outcomes defined by faculty in OCNE partner programs are based on a view of nursing as a theory-guided, safety-oriented, evidence-based discipline. The outcomes recognize that effective nursing requires a person with particular values, attitudes, and practices. Accordingly, there are two categories of outcomes: 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 patients/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 patient/client is a member of the health care team, and is defined as the recipient of care, considered an active participant in care, and includes the individual, family or community. A competent nurse provides safe care across the lifespan directed toward the goals of helping patient/client (individuals, families or communities) promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

Professional Competencies

1. A competent nurse bases personal and professional actions on a set of shared core nursing values through the understanding that...
 - 1.1 Nursing is a humanitarian profession based on a set of core nursing values. As affirmed in the ANA Code of Ethics and other nursing literature, these values include social justice, caring, advocacy, protection of patient autonomy, prevention of harm, respect for self and others, collegiality, authority, accountability, responsibility for nursing practice, and ethical behavior.
 - 1.2 Ethical dilemmas are encountered in clinical practice. Nurses are obligated to notice, interpret, respond, and reflect on these dilemmas using ethical principles and frameworks as a guide.
 - 1.3 Nursing has a legal scope of practice.
2. A competent nurse uses reflection, self-analysis, and self-care to develop insight through the understanding that...
 - 2.1 Ongoing reflection and evaluation of one's professional practice improves nursing practice.
 - 2.2 Reflection and self-analysis encourage self-awareness, self-care, and self-regulation.
3. A competent nurse engages in intentional learning with the understanding that...
 - 3.1 Engaging in intentional learning develops self-awareness.
 - 3.2 Seeking current practice guidelines supports safe and effective patient care.
4. A competent nurse demonstrates leadership in nursing and health care through the understanding that...
 - 4.1 Nurses take a leadership role to meet patient needs, improve the healthcare system, and facilitate community problem-solving.
 - 4.2 Nurses effectively use leadership principles, strategies, and tools to improve systems, processes, and outcomes.
 - 4.3 Nurses are competent in collaborating with team members when assigning, delegating, and supervising responsibilities.
5. A competent nurse collaborates as part of a health care team through the understanding that...
 - 5.1 The patient is an essential member of the healthcare team.
 - 5.2 Collaboration and effective team function are essential to successfully meeting patient healthcare goals.
 - 5.3 Learning and growth within a healthcare team depend on providing, receiving, and using feedback constructively.
 - 5.4 Contributing to a work environment where responsibility, civility, and accountability are shared among the healthcare team.
6. A competent nurse is able to practice within, utilize, and contribute to all health care systems through the understanding that...
 - 6.1 Components of the healthcare system must be considered when coordinating or planning care and engaging with healthcare team members.
 - 6.2 Healthcare systems use information technology for the collection and analysis of data.

6.3 Healthcare system-level thinking is required to develop and implement health policy to achieve health equity.

6.4 Improving organizational health literacy and expanding access to healthcare are essential to outcomes.

6.5 Responsible management and utilization of healthcare resources are essential.

Nursing Care Competencies

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

7.1 Patient-centered care is based on developing mutual trust and respect for the autonomy of the patient.

7.2 Social determinants of health must be considered in a patient-centered approach.

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

8.1 Therapeutic communication establishes a caring relationship with patients, families, and/or communities to advocate, develop, and facilitate care.

8.2 Accurate and complete communication with both patients and the healthcare team is essential to ensure patient safety and provide comprehensive continuity of care.

8.3 Successful communication requires attention to social and cultural influences and the use of appropriate communication tools and technologies.

8.4 Health teaching requires attention to the patient's and family's health literacy, cognitive and physical abilities, and community values and beliefs.

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

9.1 Nurses use a variety of frameworks, classification systems, and information management systems to organize data and knowledge for clinical judgment.

9.2 Clinical judgment is a process of noticing, interpreting, responding, and reflecting.

9.3 Clinical judgment requires use of the best available evidence, a deep understanding of the patient's experiences and cultural influences, recognition of contextual factors that may influence decisions, and sound clinical reasoning.

9.4 Clinical judgment involves the accurate performance of cognitive (thinking), affective (feeling), and psychomotor (doing) skills in the delivery of care while maintaining the safety of the patient, family, community, environment, and self.

10. A competent nurse, locates, evaluates and uses the best available evidence through the understanding that...

10.1 Sources of evidence for decision-making include research evidence, standards of care, community perspectives, a deep understanding of patient experience and preferences, and practical wisdom gained from experience and participation in professional organizations.

10.2 Knowledge from the biological, social, medical, public health, and nursing sciences is constantly evolving to inform best practices in nursing.

Bachelor of Science Degree Requirements

Non-Nursing Courses* (87 credits)	Credits	Nursing Courses (93 credits)	Credits
Natural Science Group (25 credits)*		NRS 110/210 Foundations of Nursing: Health Promotion	9
Anatomy and Physiology	12	NRS 111/211 Foundations of Nursing in Chronic Illness I	6
Nutrition	3	NRS 112/212 Foundations of Nursing in Acute Care I	6
Microbiology	4	NRS 230 Clinical Pharmacology I	3
Intro to Genetics	3	NRS 231 Clinical Pharmacology II	3
Statistics (prerequisite of intermediate algebra or higher)	3	NRS 232 Pathophysiological Processes I	3
		NRS 233 Pathophysiological Processes II	3
English (8 credits)*		NRS 221/321 Nursing in Chronic Illness II and End of Life	9
Writing (Coursework focused primarily on academic writing skills)	8	NRS 222/322 Nursing in Acute Care II and End of Life	9
Humanities (9 credits)*		NRS 410** Population Health Practice	9
Coursework in art, communication, English, ethics, film/media studies, foreign language/ASL, linguistics, humanities, journalism, law, literature, music, philosophy, religion, public speaking, theater arts, or similar discipline as approved by the OHSU Registrar	9	NRS 411** Epidemiology	3
		NRS 412** Nursing Leadership in Health Care Delivery Systems	9
Social Science (9 credits)*		NRS 413** Introduction to Research for Nurses	3
Human growth and development (Lifespan)	3	NRS 424** Integrative Practicum I ++	9
Coursework in anthropology, criminal justice, cultural geography, cultural studies, gender or ethnic studies, gerontology, history, international studies, political science, psychology, social justice, sociology, or similar discipline as approved by the OHSU Registrar	6	NRS 425** Integrative Practicum II	9
Electives (36 credits)		Nursing Core Credits	93
15 credits of electives must be taken at the 300/400 level.		Non-Nursing Credits*	51
		Electives	36
		Total Credits	180

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

++ Students with an AAS in Nursing from an OCNE partner school may articulate NRS 224 for NRS 424. NRS 424K** Focus on Successful Student Transition, 1 credit is required for students who are transitioning to an on campus program as a post AAS student.

** These are the degree requirements for students with an AAS in Nursing from an OCNE partner school who are transitioning to OHSU to complete the BS.

Other Graduation Requirements

- 62 credits must be upper-division (300- or 400-level) coursework, 15 of these must be arts, letters and sciences credits.
- Minimum cumulative OHSU GPA of 2.0 for BS degree, see OHSU Degree/Certificate Standards policy, 02-70-035. OHSU will not transfer C- grades in non-nursing courses used for the BS degree, see OHSU Transfer of Course Credit policy, 02-70-005.

Sample Four-Year Program of Study for Bachelor of Science Degree

Prerequisite Year (Minimum 49 credits)	Credits	NRS 221/321	Nursing in Chronic Illness II and End of Life	9
Arts, letters and sciences elective**	8-12	NRS 222/322	Nursing in Acute Care II and End of Life	9
Computer Literacy/Competency**	varies	NRS 410	Population Health Practice	3
Human Anatomy Physiology**	12	NRS 411	Epidemiology	3
Human Development**	3	Statistics**		3
Electives**	3	Electives**		12
Nutrition**	3	Senior Year (43 Credits)*		
Microbiology with lab**	4	NRS 412	Nursing Leadership in Health Care Delivery Systems	19
Social Science Electives**	6	NRS 424	Integrative Practicum I	9
Written English/English Composition**	6	NRS 413	Introduction to Research for Nurses	3
Math 95 or Higher** +	4	NRS 425	Integrative Practicum II	9
Sophomore Year (42 credits)		Total Credits		180
Introduction to Genetics**	3	* Selected 400-level courses may be offered either in the junior or the senior year. Check individual programs of study for current cohort sequencing. NRS 424K, Focus on Successful Student Transition, 1 credit, is required for post-AAS on campus students only.		
Electives**	3	**These courses may not be offered at OHSU. Students are responsible for enrolling and transferring courses from other institutions, of which 15 credits must be 300/400 level courses.		
English Composition**	3	+ Competency for Math 95 or above must be demonstrated before 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		
NRS 110/210	Foundations of Nursing: Health Promotion	9		
NRS 111/211	Foundations of Nursing in Chronic Illness I	6		
NRS 112/212	Foundations of Nursing in Acute Care I	6		
NRS 230	Clinical Pharmacology I	3		
NRS 231	Clinical Pharmacology II	3		
NRS 232	Pathophysiological Processes I	3		
NRS 233	Pathophysiological Processes II	3		
Junior Year (46 Credits)*	Credits			

Accelerated Bachelor of Science Students Degree Requirements

Prerequisites (with a grade B or better.)	Nursing Courses (72 credits)	<i>Credits</i>
Human Anatomy Physiology: one year long course with lab	NRS 210	Foundations of Nursing: Health Promotion 9
Nutrition: one course	NRS 230	Clinical Pharmacology I 3
Human Growth Development: one course	NRS 231	Clinical Pharmacology II 3
Microbiology: one course	NRS 232	Pathophysiological Processes I 3
Introduction to Genetics: one course or a module within a course	NRS 233	Pathophysiological Processes II 3
Statistics: one course	NRS 331	Nursing in Chronic Illness and End-of-Life Care 9
	NRS 332	Nursing in Acute Care across the Lifespan 12
	NRS 410	Population Health Practice 9
	NRS 411	Epidemiology 3
	NRS 412A	Nursing Leadership in Health Care Delivery Systems 3
	NRS 412B	Nursing Leadership in Health Care Delivery Systems 3
	NRS 435	Integrated Practicum 12
		Nursing Credits 72
		Non-Nursing Credits from Prior Degree 108
		Total Credits 180

RN-BS Completion Program Degree Requirements for OCNE Associate Degree Graduates*

Non-Nursing Courses* (87 credits)	<i>Credits</i>	Nursing Courses (33 credits)	<i>Credits</i>
Natural Science Group (25 credits)*		NRS 410A	Population Health Practice 3
Anatomy and Physiology	12	NRS 410B	Population Health Practice 6
Nutrition	3	NRS 411	Epidemiology 3
Microbiology with lab	4	412RA	Professional Nursing in Health Policy and Health Care Delivery Systems 3
Introduction to Genetics	3	412RB	Nursing Leadership: Health Care Culture and Collaborative Practice 3
Statistics (prerequisite of intermediate algebra or higher)	3	412RC	Nursing Leadership & Management in Healthcare 3
English (8 credits)*		412RD	Nursing Leadership Practice in Quality Improvement 3
Writing (coursework focused primarily on academic writing skills)	8	NRS 426A	Integrative Practicum 6
Humanities (9 credits)*		NRS 427	Practice Integration 3
Coursework in art, communication, English, ethics, film/media studies, foreign language/ASL, linguistics, humanities, journalism, law, literature, music, philosophy, religion, public speaking, theater arts, or similar discipline as approved by the OHSU Registrar	9	Transfer Credits from ADN program accepted as follows: (60 credits)	
		NRS 210, NRS 211, NRS 212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 321, NRS 322 and NRS 424	
		Total Credits	180
Social Science (9 credits)*		<i>*Courses not available at OHSU that will be taken either during the prerequisite year or while dually enrolled with OHSU and another institution.</i>	
Human Growth and Development (Lifespan)	3	<i>Note: Coursework may be completed online.</i>	
Coursework in anthropology, criminal justice, cultural geography, cultural studies, gender or ethnic studies, gerontology, history, international studies, political science, psychology, social justice, sociology, or similar discipline as approved by the OHSU Registrar	6		
Electives (36* credits)			
15 credits of electives must be taken at the 300/400 level.			

Other Graduation Requirements

- 62 credits must be upper-division (300- or 400-level) coursework, 15 of which must be arts, letters and sciences.
- Minimum cumulative OHSU GPA of 2.0 for BS degree, see OHSU Degree/Certificate Standards policy, 02-70-035. OHSU will not transfer C- grades in non-nursing courses used for the BS degree, see OHSU Transfer of Course Credit policy, 02-70-005.

*See program for list of eligible OCNE schools.

RN-BS Completion Program Degree Requirements for Traditional¹ Non-OCNE Associate Degree Graduates

Non-Nursing Courses*(87 credits)	Credits	Electives (36 credits*)	
Natural Science group (25 credits)*		15 credits of electives must be taken at the 300/400 level.	
Anatomy and Physiology	12		
Nutrition	3		
Microbiology with lab	4		
Introduction to Genetics	3		
Statistics (prerequisite of intermediate algebra or higher)	3		
English (8 credits)*			
Writing (coursework focused primarily on academic writing skills)	8		
Humanities (9 credits)*			
Coursework in art, communication, English, ethics, film/media studies, foreign language/ASL, linguistics, humanities, journalism, law, literature, music, philosophy, religion, public speaking, theater arts, or similar discipline as approved by the OHSU Registrar	9		
Social Science (9 credits)*			
Human Growth and Development (Lifespan)	3		
Coursework in anthropology, criminal justice, cultural geography, cultural studies, gender or ethnic studies, gerontology, history, international studies, political science, psychology, social justice, sociology, or similar discipline as approved by the OHSU Registrar	6		
		Nursing Courses (39 credits)	
			<i>Credits</i>
		NRS 313	Concepts in Health Promotion throughout the Lifespan 3
		NRS 314	Chronic Illness and End of Life Care 3
		NRS 410A	Population Health Practice 3
		NRS 410B	Population Health Practice 6
		NRS 411	Epidemiology 3
		412RA	Professional Nursing in Health Policy and Health Care Delivery Systems 3
		412RB	Nursing Leadership: Health Care Culture and Collaborative Practice 3
		412RC	Nursing Leadership & Management in Healthcare 3
		412RD	Nursing Leadership Practice in Quality Improvement 3
		NRS 426A	Integrative Practicum 6
		NRS 427	Practice Integration 3
		Transfer Credits from ADN program accepted for lower division nursing (54 credits)	
			54
		Total Credits	
			180
		<i>*Courses not available at OHSU that will be taken either during the prerequisite year or while dually enrolled with OHSU and another institution.</i>	
		<i>Note: Coursework may be completed online.</i>	

¹Other Graduation Requirements

- 62 credits must be upper-division (300- or 400-level) coursework.
- Minimum cumulative OHSU GPA of 2.0 for BS degree, see OHSU Degree/Certificate Standards policy, 02-70-035. OHSU will not transfer C- grades in non-nursing courses used for the BS degree, see OHSU Transfer of Course Credit policy, 02-70-005.

RNBS Transcript Evaluation

Students can receive up to 54 credits by articulation for nursing coursework successfully completed in their previous nursing program.

RNBS "traditional" students are nurses who graduated from associate degree programs that were not part of the Oregon Consortium for Nursing Education (OCNE).



Graduate Programs

OHSU School of Nursing has a history of academic and clinical excellence and a commitment to the missions of education, practice and research. The School of Nursing offers academically rigorous programs that are taught by faculty members who are leaders in their field. The 2022 *US News & World Report* ranked the school's Nurse-Midwifery program second nationally and the Family Nurse Practitioner program 12th. The Nurse Practitioner –Pediatric, Primary Care program is ranked 12th, the Online Graduate programs is ranked 17th, and the Doctor of Nursing Practice program was ranked 35th.

Programs leading to a Doctor of Nursing Practice (DNP) degree include the advanced nursing practice programs, with specialties in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), Nurse-Midwifery (NMW), Pediatric Primary and Acute Nurse Practitioner (PNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). Programs leading to a master's degree include Health Systems and Organizational Leadership (HSOL) as well as Master of Nursing in Education (MNE). The HSOL program has the option for students to apply and transition directly into the Post Master's DNP. Other programs leading to a doctoral degree include the Doctor of Philosophy (PhD).

Advanced Nursing Practice

The School of Nursing offers graduate programs in advanced nursing practice that are designed to advance nursing education in order to make a difference in the lives of patients, families, and the larger community. Students choose a specialty area that culminates in a doctor of nursing practice degree. The graduate programs in advanced clinical practice include AGACNP, FNP, NA, NMW, PNP and PMHNP. The graduate program in HSOL prepares nurses to lead in health systems and organizations and culminates in a master of nursing degree. All graduate programs focus on developing critical thinking, judgment and specialty expertise; understanding health systems and the context of policy and economics; engaging in interprofessional care and collaboration; and increasing awareness of public health needs in a variety of health care settings. The programs of study reflect a balance of theory, practice and research to ensure students become clinically expert and are able to apply available research evidence within their practice. On completion of the DNP degree specialties, graduates are prepared to meet the competencies and certification requirements of the specialty program.

The general student learning outcomes that must be met for the master of nursing for the HSOL and MNE programs are:

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

The general student learning outcomes that must be met for the DNP are:

1. Demonstrate readiness to enter clinical practice via specialty competencies with the appropriate scientific knowledge, and considerations for its application to practice.
2. Apply ethical principles along with the standards of professional conduct to clinical care, research, and education.
3. Evaluate emerging healthcare systems and policy that influence delivery of cost effective patient care.
4. Generate entry level practice scholarship through the completion of a clinical practice improvement project based on the principles of improvement science.
5. Model interprofessional communication and collaboration to improve individual and/or population health outcomes.
6. Identify and address gaps in professional knowledge through ongoing reflection to support the principle of life-long learning.

Health Systems and Organizational Leadership Program

The Health Systems and Organizational Leadership program prepares nurses to lead in complex adaptive systems. Nurses will learn about the contextual attributes of complex dynamic health care delivery systems, sustainable organizations, the legislative and regulatory environment and the financial and human resources that support the health care endeavor. Complexity and quality science are foci of the program with courses that will build skills in analyzing, leading and managing effective quality-based health care systems and organizations where nurses advance the practice of professionals within their systems. The program will provide opportunities for interprofessional collaboration and practice. Once the student has completed the Master of Nursing degree should the student wish to pursue doctoral education in practice, he or she may apply to the Post-Master’s DNP program.

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

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

Required courses:

Credits

Master of Nursing Common Core (7 credits)

NURS 508	Concepts for Advanced Nursing Practice: Roles and Ethics	2
NURS 524	Evaluating Evidence	3
NURS 513	Concepts of Advanced Nursing Knowledge and Leadership	2

Health Systems Core (14 credits)

NURS 509MC	Practicum/Capstone: Leading and Managing Change	8
NURS 512	Leadership and Organizational Behavior	3
NURS 580	Budget and Finance for Nurse Leaders	3

Organizational Leadership Specialty Core (23 credits)

HSOL 540	Health Policy and Economics	3
HSOL 541	Navigating Complexity and Chaos	3
HSOL 542	Healthcare Operations: The Intersection of Quality, Regulations, Law, and Ethics	3
HSOL 543	Health Policy and Economics	3
HSOL 544	Project Management: Leading Projects to Successful Outcomes	3
HSOL 545	Leading Interprofessional Patient Centered Teams	2
HSOL 546	Organizational Communication	3
NURS 546a/746a	Clarifying Racism – Institutional Racism	1
NURS 546b/746b	Clarifying Racism – Foundational Concepts of Bias	1
NURS 546c/746c	Clarifying Racism – Unequal Treatment	1

S/Electives (3 credits)

BMI 510	Intro to Biomedical and Health Informatics	3
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OR

BMI 517	Organizational Behavior and Biomedical Informatics	3
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Purposed to create opportunity for students to seek careers anywhere within our varied healthcare delivery systems or the academic setting.

Total Credits MN 47

Nursing Education/Master's of Nursing

At the completion of the Nursing Education/Master's of Nursing program the graduate will be able to:

1. Determine learning outcomes for selected learner groups, written at appropriate level of achievement and relevant for the educational needs and level of the learner.
2. Design, implement and evaluate competency-based learning activities for face-to-face and on-line modalities, simulation, lab and clinical settings focused on central nursing competencies of evidence-based practice, clinical judgment, ethical reasoning and quality improvement using sound pedagogical and instructional design principles.
3. Facilitate a collaborative learning environment, including inclusive educational practices, recognition of individual variations in learning styles and cultural understanding, and incorporate these into instructional planning, accessibility, and assessment.
4. Integrate concepts of social determinants of health and health equity into educational design to improve health outcomes through nursing education.
5. Create equitable methods to assess achievement of learning outcomes;
6. Incorporate emerging technologies into educational practice;
7. Participate in curriculum development, program evaluation and improvement initiatives.
8. Formulate a sustainable professional nurse educator identity that reflects the ethics of the profession and that fosters personal health and well-being.

The MNE program is designed for the bachelor's prepared nurse who is interested in pursuing a career as either faculty in a school of nursing or staff educator in a health care organization. The core curriculum prepares students to apply best practices in teaching and learning with opportunities to explore state of the science technologies for high-fidelity simulation and online instruction.

Coursework includes an individualized, focused teaching practicum guided by experienced faculty, allowing students to pursue their interests in a variety of teaching and learning environments. A major strength of this program is its linkage with the nationally known, innovative Oregon Consortium Nursing Education (OCNE) curriculum in the undergraduate program.

The curriculum is tailored to each student's specific learning interests and needs. Besides completing core education courses, students choose a clinical population focus from one of three areas: adult gerontological nursing, community health nursing, or psychiatric mental health nursing.

MASTER OF NURSING DEGREES

Required courses:		<i>Credits</i>
Foundational Courses (8 credits)		
NURS 513	Concepts of Advanced Nursing Knowledge and Leadership	3
NURS 524	Evaluating Evidence	3
NURS 559/659	Understanding Social Determinants of Health	3
Nursing Education Core (23 credits)		
NURS 561/661	Best Practices in Teaching Nursing	4
NURS 562/662	Learning Assessment in Nursing	2
NURS 564/664	Clinical Teaching	3
NURS 509AA/ 609AA	Practicum in Teaching	3
NURS 563/663	Simulation in Nursing Education	3
NURS 591/691	Online Teaching	3
NURS 538/638	Emerging Trends in Nursing Education Curriculum	2
NURS 554 A,B	Inclusive Educational Practice Series	3
Direct Care Core Nursing Courses (10 credits)		
NURS 510	Health Assessment and Health Promotion in Vulnerable Populations	3
NURS 511	Current Issues in Pharmacology A Pathophysiologic Approach	4
NURS 551/651	Complex Health Conditions	3
Direct Care Specialty Courses (6 credits)		
Selectives for Adult Gerontology Focus (6 credits)		
NURS 552/652	Understanding & Intervening in Common Mental Health Problems	3
NURS 509GG	Focus in Adult Geriatric Health	3
<i>OR</i>		
Selectives for Psychiatric Mental Health Focus (6 credits)		
NURS 552/652	Understanding and Intervening in Common Mental Health Problems of the Elderly	3
NURS 509BB	Focus in Psychiatric Mental Health	3
<i>OR</i>		
Selectives for Community Health (6 credits)		
NURS 547/647	Introduction to Epidemiology & Population Health	3
NURS 509A	Focus in Population Health	3
Total Credits MN		48

Doctor of Nursing Practice

The Doctor of Nursing Practice represents the highest degree in nursing practice. Graduates receive additional preparation designed to expand practice in breadth or depth, as well as coursework and mentorship to facilitate leadership and practice-related scholarship in their professional career. The Doctor of Nursing Practice program was implemented at OHSU School of Nursing in 2007. The DNP program prepares leaders in a culture of innovation and inquiry.

Three pathways exist to the DNP:

- Post Baccalaureate for those who desire to become an advanced practice nurse and earn a DNP.
- Post Master's for those who already have a Masters degree as an APRN or in healthcare management, leadership or administration.
- Additionally, a student may choose to earn a second APRN specialty by completing the specialty DNP.

Post-baccalaureate

Options include specialties in:

- Adult Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Anesthesia
- Nurse Midwifery
- Pediatric Primary & Acute Nurse Practitioner
- Psychiatric Mental Health nurse Practitioner

Post Master's DNP

The Post Master's Doctor of Nursing Practice (DNP) program builds on the advanced nursing practice master's programs and prepares leaders in a culture of innovation and inquiry. For national information about the Doctor of Nursing Practice degree, please visit the American Association of Colleges of Nursing, www.aacnnursing.org/DNP.

The Post Master's DNP program is designed to prepare leaders to drive the application of evidence to promote excellence in nursing practice and health care. As a practice-focused doctoral program, innovation and inquiry are central to DNP practitioners prepared in leadership to identify, develop, and evaluate solutions to the most troubling challenges found in clinical practice and health care.

Distinctives of an OHSU DNP include:

Practice-Ready. The OHSU DNP graduate is ready for practice as an APRN in their specialty area.

Evidence-Based. The OHSU DNP graduate has a strong foundation in clinical and improvement science.

Future-Focused. The OHSU DNP graduate looks to the future and embraces emerging models of healthcare.

Leadership-Oriented. The OHSU DNP graduate is prepared for growth in health care leadership in a variety of diverse settings.

DNP graduates are expected to meet the general DNP program student learning outcomes.

1. Demonstrate readiness to enter clinical practice via specialty competencies with the appropriate scientific knowledge, and considerations for its application to practice.
2. Apply ethical principles along with the standards of professional conduct to clinical care, research, and education.
3. Evaluate emerging healthcare systems and policy that influence delivery of cost effective patient care.
4. Generate entry level practice scholarship through the completion of a clinical practice improvement project based on the principles of improvement science.
5. Model interprofessional communication and collaboration to improve individual and/or population health outcomes.
6. Identify and address gaps in professional knowledge through ongoing reflection to support the principle of life-long learning.

The post-master's DNP program is for master's-prepared nurses who are currently licensed advanced practice nurses or have a focus in health systems/organizational leadership. One year of experience after the master's degree is preferred. The post-master's DNP program extends over two academic years (seven quarters). The courses are offered online for post-master's DNP students. Some courses require a face-to-face intensive meeting for instruction. Students can expect to come to campus at least twice each year. Students who have not completed a minimum of 640 clinical hours in their

master's program will need to include additional hours in their DNP program by completing the appropriate number of credits of NURS 709. Although the program is designed to be completed in two years or seven quarters, students may develop a plan of study that extends over a longer duration, but not more than four years.

The following courses constitute the program of study for the post-master's DNP:

Required courses:		<i>Credits</i>
DNP Core (46 credits)		
NURS 703A	DNP Project Planning	2
NURS 703B	DNP Project	5
NURS 721	Ethics for Advanced Practice Nursing	3
NURS 722	Informatics & Technology for Healthcare	3
NURS 723	Critical Appraisal of Evidence	3
NURS 724	Application of Evidence to Clinical Practice	3
NURS 725	Improvement Science	3
NURS 726	Health Care Economics and Finance	3
NURS 727	Leadership & Health Systems	3
NURS 728	Health Policy and Population Health	3
NURS 790	DNP Practicum	9
	Electives	6
Total Credits DNP		46

All students are required to take elective credits at the 600 or 700 level.

Adult-Gerontology Acute Care Nurse Practitioner Program

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program prepares students to manage adult patients with unstable chronic, acute, and critical conditions. Graduates provide a spectrum of care ranging from disease prevention to acute and critical care management. The AGACNP scope of practice includes stabilizing patients, treating disease, preventing complications, restoring maximum health, and providing palliative and end of life care.

AGACNP students will complete courses in assessment, diagnosis, and treatment of adults and older adults. Students will be provided a strong background in pharmacology, diagnostic reasoning, and clinical decision making. Coursework focuses on the adult and geriatric populations. The program emphasizes health promotion in vulnerable adult and older adult populations, and the development of the AGACNP role.

Students may enroll in the Doctor of Nursing Practice (DNP) program. The AGACNP DNP program is a full time three year track. It includes a combination of advanced practice core, AGACNP specialty courses, and DNP core courses. The DNP degree prepares students for entry into practice as an AGACNP and for advanced clinical, scholarship, and leadership roles. This program offers a practice focused curriculum that will support the career trajectory for those pursuing clinical practice and leadership.

Supervised clinical experiences will focus on the differing needs of complex chronic and high acuity patients across the entire adult age spectrum. Students will study alongside academic and affiliate faculty with expertise in a comprehensive breadth of acute care subspecialties. Students will be paired with mentors in a range of settings as they develop skills in acute care management, inter and intra-professional collaboration, leadership, quality improvement, evidence-based research, and health policy. Faculty will assist with finding clinical preceptors that best meets each student's learning interests and needs. Clinical sites may include a variety of acute care and critical care settings including emergency departments, acute specialty services, and intensive care units.

The OHSU curriculum is based on the national competencies of the American Association Colleges of Nursing (AACN). The program is accredited by the Commission on Collegiate Nursing Education (CCNE). Portions of the AGACNP program can be completed online, but all clinical related courses are in a face-to-face format.

Graduates from the AGACNP program are eligible for licensure as an AGACNP by the Oregon State Board of Nursing and may apply for national certification.

At the completion of the OHSU School of Nursing AGACNP Program, the graduate will demonstrate not only general DNP competencies, but also the following AGACNP student learning outcomes:

1. Apply advanced knowledge in the science of a specialty area of advanced nursing practice. Use emerging information and health technologies to access current research and health care data to improve patient care.
2. Make sound, culturally appropriate and ethically grounded clinical judgments based on critical analysis of best available evidence.
3. Demonstrate safe care of adults, including the frail elderly with regard to issues of health promotion as well as unstable chronic, complex acute and critical conditions.
4. Provide individualized, culturally sensitive management using quality improvement strategies where applicable.
5. Use effective communications skills and technologies to provide collaborative care.
6. Synthesize and translate relevant, current and scientific knowledge and evidence-based research finding into practice.

Required courses:		<i>Credits</i>	AGACNP Specialty Core (54 credits)	
Advanced Practice Core (14 credits)			ACNP 701	Advanced Adult-Gerontology Pharmacology 2
NURS 515A	Advanced Physiology and Pathophysiology I	3	ACNP 702	Diagnostic Reasoning in Adult-Gerontology Acute Care 3
NURS 515B	Advanced Physiology and Pathophysiology II	3	ACNP 703	Management of Common Urgent Care Problems in Adult-Gerontology Acute Care 2
NURS 517A	Advanced Health and Physical Assessment	3	ACNP 740L	Acute Care Diagnostic and Clinical Lab I 1
NURS 517B	Advanced Health and Physical Assessment Lab	1	ACNP 741	Management I for Adult-Gerontology Acute Care 3
NURS 519	Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses	4	ACNP 741L	Acute Care Diagnostic and Clinical Lab II 1
DNP Core (37 credits)			ACNP 742	Management II for Adult-Gerontology Acute Care 4
NURS 703A	DNP Project Planning	2	ACNP 742L	Acute Care Diagnostic and Clinical Lab III 1
NURS 703B	DNP Project	5	ACNP 743	Management III for Adult-Gerontology Acute Care 4
NURS 720	Roles, Responsibilities and Concepts for Advanced Practice Nursing	3	ACNP 743L	Acute Care Diagnostic and Clinical Lab IV 1
NURS 721	Ethics for Advanced Practice Nursing	3	ACNP 744	Management IV for Adult-Gerontology Acute Care 4
NURS 722	Informatics & Technology for Healthcare	3	ACNP 744L	Acute Care Diagnostic and Clinical Lab V 1
NURS 723	Critical Appraisal of Evidence	3	ACNP 745	Management V for Adult-Gerontology Acute Care 4
NURS 724	Application of Evidence to Clinical Practice	3	ACNP 791	Practicum in Adult-Gerontology Acute Care I 2
NURS 725	Improvement Science	3	ACNP 792	Practicum in Adult-Gerontology Acute Care II 3
NURS 726	Health Care Economics and Finance	3	ACNP 793	Practicum in Adult-Gerontology Acute Care III 4
NURS 727	Leadership and Health Systems	3	ACNP 794	Practicum in Adult-Gerontology Acute Care IV 4
NURS 728	Health Policy and Population Health	3	ACNP 795	Practicum in Adult-Gerontology Acute Care V 4
DNP Electives		3	ACNP 796	Practicum in Adult-Gerontology Acute Care VI 4
Required courses:			Specialty Electives	<i>Specialty electives must be taken at the doctoral level</i> 2
			Interprofessional Education (1 credit)	
			IPE 701	Interprofessional Practice, Foundations Course 1
			DNP Credits	106

Family Nurse Practitioner Program

The Family Nurse Practitioner program prepares students to provide primary care to patients across the entire age spectrum from pediatric through geriatric. Family Nurse Practitioners work in a variety of settings including ambulatory clinics (free-standing, hospitals-based, mobile), school-based clinics, and long-term care facilities.

Our program prepares graduates with the clinical skills needed to practice as an autonomous family nurse practitioner including: obtaining medical histories, performing physical examinations, making diagnoses, developing treatment plans; safely prescribing medications, managing acute and chronic conditions, ordering, performing, and interpreting diagnostic studies, as well as managing minor traumatic injuries. The program prepares graduates for the full scope of family practice including prenatal care, child and adolescent care, women's health, adult health and geriatric health. Additionally, the DNP-FNP student graduates with the skills to assess, develop and analyze the effectiveness of patient-centered QI projects. The DNP-FNP program provides the skills to assess how local/national health care policies affect patient care and develop policies that can provide positive patient outcomes.

The program emphasizes care that is interdisciplinary, collaborative, and culturally appropriate. The program of study provides students with in-depth knowledge and clinical experiences in such areas as: advanced health and physical assessment, advanced pharmacology and pathophysiology, health promotion, social determinants of health, acute and chronic illness management, role development as a primary care clinician, and reproductive and prenatal care. This course work is combined with over 1,000 hours of supervised clinical practicum experiences in which students will build and strengthen their skills as an FNP. Clinical experiences occur at a variety of clinical settings including federally qualified health centers, private practices, school-based clinics, tribal clinics, rural clinics. Additionally, each FNP student will complete a 4-week clinical placement at one of the OHSU rural campuses. The rural campus clinical is an opportunity for students to gain valuable intensive clinical and inter professional experiences in rural communities. Graduates will be able to

demonstrate all doctoral level FNP competencies and may apply for national certification. At the completion of the OHSU School of Nursing Family Nurse Practitioner program, the graduates will demonstrate the following competencies in addition to the DNP and Advanced Practice student learning outcomes:

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

Required courses:	Credits	Required courses:	Credits
Advanced Practice Core (14 credits)		FNP Specialty Core (62 credits)	
NURS 515A	3	FNP 714	3
NURS 515B	3	FNP 730	2
NURS 517A	3	FNP 740	3
NURS 517B	1	FNP 741	4
NURS 519	4	FNP 742	3
		FNP 743	3
		FNP 744	3
		FNP 781	1
		FNP 782	3
		FNP 791	3
		FNP 792	3
		FNP 793	3
		FNP 794	3
		FNP 795	4
		FNP 796	4
		FNP 797	5
		NMID 750	3
		PNP 742	4
		PNP 745	2
		Specialty	2
		Electives	2
		Interprofessional Education (1 credit)	
		IPE 712	1
		IPE 701	1
		Total Credits DNP	
			115

Nurse Anesthesia Program

The Nurse Anesthesia Program has been established in conformance with all standards and criteria of the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the program is on excellence in clinical performance and evidence based practice. The 36-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 incorporates clinical experiences in the Portland metropolitan area, including OHSU Hospital, Portland, Veteran's Administration Medical Center, Kaiser Sunnyside Medical Center, and Kaiser Westside Medical Center.

The third year begins a four-quarter sequence of clinical rotations designed to provide opportunity to integrate advanced evidence-based nurse anesthesia content into clinical practice. Clinical experiences will be obtained at outstanding anesthesia sites that provide diverse experiences and specialty rotations. Some locations are in or near Portland, Ore. including OHSU Hospital, Doernbecher Children's Hospital, Legacy Good Samaritan Hospital and Willamette Valley Medical Center (McMinnville, Ore). Students may travel to sites outside of the area including Hillcrest Medical Center (Tulsa, OK) and Saint Alphonsus Medical Center (Boise, ID). Some students will also have the opportunity to rotate to enrichment sites at Seattle Children's Hospital and the University of Washington Medical Center (Seattle, Wash.), Providence Hood River Memorial Hospital (Hood River, Ore.), Legacy Silverton Hospital (Silverton, Ore.), Samaritan Pacific Community Hospital (Newport, Ore.), Prosser Memorial Hospital (Prosser, Wash.), Henderson Hospital (Las Vegas, NV), Sunrise Medical Center (Las Vegas, NV) and PeaceHealth Southwest Medical Center (Vancouver, WA). Expenses associated with travel, housing and living at distant sites are the student's responsibility.

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

Upon completion of the Nurse Anesthesia program of study the graduate will have achieved the required didactic and clinical requirements to be eligible to apply for the National Certification Exam administered by the National Board of Certification and Recertification for Nurse Anesthetists. At the completion of the OHSU School of Nursing Nurse Anesthesia program, the graduates will demonstrate the following competencies in addition to the DNP program student learning outcomes:

1. Exhibit and appraise safe, vigilant care to patients across the lifespan, with an emphasis on continual quality improvement throughout the perianesthetic period.
2. Provide patient-centered, culturally sensitive perianesthetic care based upon performance of a systematic assessment of the patient's condition, and formulation of a comprehensive anesthesia plan.
3. Demonstrate critical thinking throughout the perianesthetic period, with an emphasis on the anticipation of and response to varying clinical conditions.
4. Facilitate collaborative relationships with patients, families, healthcare partners, and the community to promote effective communication of information and enhance patient safety.
5. Conduct a systematic evaluation of evidence from current scientific literature as a basis for informed nurse anesthesia practice.
6. Display a commitment to professionalism by exemplifying personal integrity, adherence to ethical standards, humility, accountability and compassion in all professional activities.

Nurse-Midwifery Program

The Nurse-Midwifery program prepares graduates for certification as certified nurse-midwives (CNM) by the American Midwifery Certification Board. This role encompasses a full range of primary health care services for women from adolescence beyond menopause. These services include the independent provision of primary care, gynecologic and family planning services, preconception care, care during pregnancy, childbirth and the postpartum period, care of the normal newborn during the first 28 days of life, and treatment of male partners for sexually transmitted infections.

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

A substantial portion of clinical learning in the program occurs in the context of the nurse-midwifery faculty practice at OHSU, staffed by senior nurse-midwifery faculty and dedicated to the education of nurse-midwifery students. Students receive experience in group prenatal care and water birth while providing care to a diverse population of women. Other clinical opportunities are provided in community health centers, health maintenance organizations, migrant health clinics and private practices. Students receive at least 1,240 hours of supervised clinical practice in the DNP program.

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

In addition to meeting the DNP student learning outcomes, the outcomes for students at the completion of the OHSU School of Nursing nurse-midwifery program include:

1. Demonstrate the independent management of primary health screening and health promotion of women from the perimenarcheal through postmenopausal periods.
2. Demonstrate the independent management of women during pregnancy, childbirth and the postpartum period.
3. Demonstrate the independent management of the care of the well newborn during the first 28 days of life.
4. Evaluate, utilize, interpret and collaborate in research.
5. Demonstrate professional accountability through collaborative communication and ethical principles in the provision of midwifery care to women and their families.
6. Demonstrate an understanding of the concepts of health care principles and a familiarity with the American College of Nurse Midwives standards for the practice of midwifery and code of ethics.
7. Demonstrate critical thinking and clinical judgement in the practice of clinical midwifery.
8. Apply interpersonal and communication skills to care for diverse populations of women and their families.
9. Demonstrate development of leadership skills directed toward representation of the midwifery model of care in clinical practice, health policy, education and scholarship.
10. Generate entry level practice scholarship through the completion of a clinical practice improvement project based on the principles of improvement science.

Pediatric Primary and Acute Nurse Practitioner (PNP) Program

The Pediatric Nurse Practitioner (PNP) Program is designed to prepare advanced practice registered nurses to deliver primary and acute care to children (birth to ~ 21 years of age) across practice settings and institutional boundaries.

The overall objective of the PNP Program is to provide the foundation and scaffolding for students to become competent and caring pediatric nurse practitioners, scholars, and leaders. The program includes both didactic and clinical courses, beginning with foundational coursework and advancing to specialized clinical applications. In addition to providing direct care to children, graduates are prepared as lifelong learners, leaders, and advocates for children and their families.

In addition to meeting the DNP student learning outcomes, upon graduation, it is expected that PNP graduates will be able to:

1. Demonstrate safe care of children and their families in primary and acute care settings.
2. Provide individualized, culturally sensitive management using quality improvement strategies where applicable.
3. Use effective communication skills and technologies to provide collaborative care.
4. Integrate professional leadership skills in delivery of care.
5. Synthesize and translate relevant, current and scientific knowledge and evidence based research findings into practice.
6. Employ advocacy strategies to influence health care policy.

The PNP program is Portland-based, using both hybrid course delivery and an executive model for class times and pediatric clinical practicums to allow working and/or distance students to participate.

PNP graduates are eligible to sit for national certification exams in Pediatric Primary and Acute Care offered through the Pediatric National Certification Board (PNCB).

Required courses:*Credits***Advanced Practice Core (14 credits)**

NURS 515A	Advanced Physiology and Pathophysiology I	3
NURS 515B	Advanced Physiology and Pathophysiology II	3
NURS 517A	Advanced Health and Physical Assessment	3
NURS 517B	Advanced Health and Physical Assessment Lab	1
NURS 519	Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses	4

DNP Core (36 credits)

NURS 703A	DNP Project Planning	2
NURS 703B	DNP Project	5
NURS 720	Roles, Responsibilities and Concepts for Advanced Practice Nursing	3
NURS 721	Ethics for Advanced Practice Nursing	3
NURS 722	Informatics & Technology for Healthcare	3
NURS 723	Critical Appraisal of Evidence	3
NURS 724	Application of Evidence to Clinical Practice	3
NURS 725	Improvement Science	3
NURS 726	Health Care Economics and Finance	3
NURS 727	Leadership and Health Systems	3
NURS 728	Health Policy and Population Health	3
	Electives	2

PNP Core Courses (57 credits)

PNP 740	The Science of Child Development	3
PNP 741	Pediatric Assessment and Diagnostics I	3
PNP 742	Evaluation and Management: Pediatric Primary Care	4
PNP 743	Evaluation and Management: Common Pediatric Conditions	4
PNP 745	Pediatric Pharmacology	2
PNP 746	Evaluation and Management: Chronic/Specialty Care	3
PNP 747	Pediatric Psychopharmacology and Interventions	2
PNP 748	Evaluation and Management: Pediatric Acute/Complex Care	4
PNP 749	Pediatric Assessment and Diagnostics II	3
NMID 755	Management of the Newborn	2
PNP 760	Pediatric Clinical Simulated Experiences I	1

Required courses:		<i>Credits</i>
PNP 761	Pediatric Clinical Simulated Experiences II	1
PNP 790	PNP Clinical Practicum – Primary Care I	3
PNP 791	PNP Clinical Practicum – Primary Care II	3
PNP 792	PNP Clinical Practicum – Chronic/Specialty Care	3
PNP 793	PNP Clinical Practicum – Acute Care I	3
PNP 794	PNP Clinical Practicum – Acute Care II	4
PNP 795	PNP Clinical Practicum – Immersion I	4
PNP 796	PNP Clinical Practicum – Immersion II	5
Specialty S/electives (3 credits)		
NMID 750	Reproductive Health Care Management	3
<i>OR</i>		
PNP 744	Adolescent Health	3
Interprofessional Education (1 credit)		
IPE 701	Interprofessional Practice, Foundations Course	1
Total DNP Credits		111

Psychiatric Mental Health Nurse Practitioner Program

The Psychiatric Mental Health Nurse Practitioner program focuses on the promotion of mental health for individuals, families and groups across the life span. Students are provided a strong foundation in psychiatric assessment and diagnosis, therapeutic communication and interventions, pharmacology, psychopharmacology using best practices and evidence in all interventions. Additional coursework emphasizes the community mental health systems of care and policy affecting care, health promotion in vulnerable populations, and the development and current role of the PMHNP in the health care system. Students complete an improvement science project relevant to their clinical practicum system or population.

Supervised clinical experiences (1,000 hours) across the lifespan are required and made available in a variety of settings. Clinical settings in the community mental health system and in programs serving the severely mentally ill population are emphasized as part of the clinical experience.

At the completion of the OHSU School of Nursing psychiatric mental health nurse practitioner program, the graduate will demonstrate not only the general DNP student learning outcomes but also the following PMHNP outcomes:

1. Integrate and apply APRN/PMHNP knowledge to diagnostic and clinical reasoning.
2. Provide person centered psychiatric mental health care, within the context of the therapeutic relationship that is developed collaboratively with individuals, families, and groups.
3. Utilize evidence based best practices to design, implement, and evaluate psychiatric mental health care to improve health, enhance quality, and minimize risk for individuals and systems.
4. Demonstrate effective and efficient use of information technologies and other strategies to communicate within the health care system.
5. Demonstrate a reflective practice to establish a foundation for teamwork, life-long learning, and sustainable professional practice.

6. Demonstrate systems leadership in the mobilization of strengths and resources as well as the development of partnerships to improve access, promote health, and combat mental health disparity within vulnerable populations.
7. Demonstrate a professional identity with fidelity to the scope and standards of PMH nursing that is reflected in interprofessional relationships.

Graduates from the program are eligible for licensure as PMHNPs in the state of Oregon by the Oregon State Board of Nursing and may apply for national certification.

Required courses: Credits

Advanced Practice Core (14 credits)

NURS 515A	Advanced Physiology and Pathophysiology I	3
NURS 515B	Advanced Physiology and Pathophysiology II	3
NURS 517A	Advanced Health and Physical Assessment	3
NURS 517B	Advanced Health and Physical Assessment Lab	1
NURS 519	Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses	4

DNP Core (37 credits)

NURS 703A	DNP Project Planning	2
NURS 703B	DNP Project	5
NURS 720	Roles, Responsibilities and Concepts for Advanced Practice Nursing	3
NURS 721	Ethics for Advanced Practice Nursing	3
NURS 722	Informatics & Technology for Healthcare	3
NURS 723	Critical Appraisal of Evidence	3
NURS 724	Application of Evidence to Clinical Practice	3
NURS 725	Improvement Science	3
NURS 726	Health Care Economics and Finance	3
NURS 727	Leadership and Health Systems	3
NURS 728	Health Policy and Population Health	3
Electives		3

Required courses: *Credits***PMHNP Specialty Core (59 credits)**

PMH 752	Psychiatric Interviewing	3
PMH 755	Professional Practice for PMHNP	3
PMH 774	Psychopharmacology Across the Lifespan for PMHNP	6
PMH 781A	Assessment and Diagnosis – PMHNP: Adult	4
PMH 781B	Assessment and Diagnosis – PMHNP: Child/Adolescent	2
PMH 783	Adult Psychotherapy	3
PMH 785	Child and Family Therapies	3
PMH 760	Mental Health and Illness Foundations	1
PMH 761	PMHNP Clinical Practice Foundations	2
PMH 762	Therapy Foundations	1
PMH 790 (K and KC)	Practicum for PMHNP: Adult (K) Psychiatric Mental Health Nursing: Children and Adolescents (KC) and Practicum in Advanced Psychiatric Mental Health Nursing: Adult (K) and Practicum for PMHNP: Child/Adolescent	25
PMH 775	PMHNP Advanced Intervention and Management	6

Interprofessional Education (1 credit)

IPE 701	Interprofessional Practice, Foundations Course	1
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Clinical requirement

A total of 25 credits of Clinical Practicum (1,000 hours) is required, with a minimum of four credits in PMH 790K and four credits in PMH 790KC.

Total DNP Credits **111**

Doctor of Philosophy

The PhD program prepares scientists to develop new knowledge through research and assume positions of leadership within and across academic, research and health care settings. Coursework is planned for two years of full-time study, followed by dissertation research. Qualified applicants may enter the PhD program with a baccalaureate degree or higher degree. Preference is given to nurse applicants.

Student Learning Outcomes

At the end of the PhD program the graduate will be able to:

1. Master in-depth knowledge in a substantive area.
2. Appreciate the history and philosophy of science.
3. Critique and integrate different science perspectives in the conduct of research to generate new ideas.
4. Design and conduct original research.
5. Participate in interprofessional research.
6. Utilize professional and research ethics and judgment in the conduct of research.
7. Assume leadership in the conduct of culturally competent scholarship to improve policy and practice.
8. Communicate scholarship to multiple audiences including through peer referred publications and presentations.
9. Appreciate the components of scholarship: research, teaching, and service to the profession.
10. Understand the evolving roles and responsibilities of a nurse scholar.
11. Lead in advancing the profession.
12. Contribute to the education of future scholars through discovery, teaching, and healing.

Doctor of Philosophy

Coursework in year one covers philosophy of science and theory, research methods, applied health statistics and proposal development. In the second year coursework covers the areas of health equity and integrative biobehavioral research in more depth, exposing students to active programs of research within the school and across OHSU as they further develop their own research topic.

At the end of the first year, students are strongly encouraged to select a dissertation chair from among the faculty engaged in research to mentor them during their dissertation research. Dissertation research and writing are expected to take one to three years. Research practica to gain experience and electives to gain content expertise are required and may be taken any time during the coursework. Students are also required to complete a teaching practicum to gain skills and experience teaching.

Required courses:

Credits

PhD Core (47 credits)

NURS 601	Research Practicum	2
NURS 609	Practicum in Teaching	2
NURS 613	Research Design & Methods	3
NURS 614	Philosophical and Theoretical Foundations for Health Science Research	3
NURS 620	Responsible Conduct of Research and Scholarship	2
NURS 630	Advanced Measurement	3
NURS 632	Mixed Methods Research	3
NURS 633	Pro seminar	6
NURS 635	Literature Review, Synthesis and Inquiry	2
NURS 636	Inquiry and Proposal Development	2
NURS 641	Applied Health Statistics I: Descriptive, Associative and Comparative Statistics	4
NURS 642	Applied Health Statistics II: Generalized Linear Modeling	3
NURS 644	Qualitative Research I	3
NURS 671	Introduction to Health Equity Research	3
NURS 673	Introduction to Integrative Biobehavioral Research	3
NURS 675	Policy and Leadership	3

DOCTOR OF PHILOSOPHY DEGREES

Required courses: Credits

Selectives (9-10 credits)

Students must choose one from the following:

NURS 643 Applied Health Statistics III:
Longitudinal Design and Analysis 3

OR

NURS 645 Qualitative Research II 4

Students must choose one of the following groups:

NURS 672A Applied Health Equity Research 3
NURS 672B Applied Health Equity Research 3

OR

NURS 674A Applied Integrative Biobehavioral
Research 3

NURS 674B Applied Integrative Biobehavioral
Research 3

Dissertation Credits (27 credits)

NURS 603 Dissertation 24
NURS 607D Dissertation Seminar 3

A minimum of 27 dissertation credits are required to graduate. This includes a minimum of 24 dissertation credits (603) and a minimum of 3 credits of dissertation seminar (607D). Students in Years 3 and 4 of the program must be concurrently enrolled in at least 1 credit of 603 dissertation credits and 1 credit of 607D dissertation seminar for each term. Students who continue past year 4 must be enrolled in a minimum of 1 credit of 603 dissertation credits per term; continued enrollment in 607D credits beyond year 4 is negotiated between the student and their chair and committee as part of their approved program of study.

Electives for Post Baccalaureate Students 20

Electives for Post Master's Students 8

Total Credits

Total Credits Post Master's PhD 91 minimum-92

**Total Credits Post
Baccalaureate Degree 103 minimum-104**

PhD Benchmarks

All matriculated students in the Doctor of Philosophy program are required to pass the established benchmarks that are described in detail in the PhD

program guidelines. There are three benchmarks, the first year benchmark, the dissertation proposal defense and the dissertation defense.

Benchmarks**First-Year Benchmark: Literature Review (LR)**

After the completion of the first-year courses, PhD students submit a Literature Review (LR) to demonstrate understanding and knowledge of a substantive area of research. Students must pass the LRB to progress to the second year of the PhD program.

Dissertation Proposal Defense

The dissertation proposal defense is focused on the theory and methods for the student's own research. The dissertation committee will examine the proposed research plan and related protocols and assess the student's readiness to conduct the research.

Dissertation Defense

When the dissertation is written in its final form, the student will present the research in a public forum and the dissertation committee will examine the student orally and publicly on the completed dissertation research. The dissertation is expected to reveal new knowledge and demonstrate skill in conducting research and defending research findings. There are two options for completing a dissertation: *manuscript* option which replaces key chapters of a dissertation with published papers and a *traditional* five-chapter dissertation.

Postdoctoral Education

Persons with a PhD and an area of research similar to that of a faculty member can arrange for a postdoctoral research experience. National and international postdoctoral fellows can be funded by a variety of mechanisms, including individual National Research Service Awards (NRSA F32) from NIH and other organizations. Postdoctoral study may also be self-funded and should be arranged with faculty with expertise in the area of research that is the focus of postdoctoral study.

Applicants interested in obtaining postdoctoral research experience at the OHSU School of Nursing should contact the faculty member whose area of interest best matches their own and negotiate a possible sponsor relationship. Faculty profiles can be found at www.ohsu.edu/school-of-nursing/faculty-research.



Course Descriptions

Undergraduate Course Descriptions

NRS 201/301/401 Individualized Educational Review Course

1-2 credits

This course is designed for students whose LOA was triggered by academic probation who return from LOA to assure student readiness to progress in the program. Focus of the course will be safety in the clinical environment.

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-care as well as patient health practices. To support self and patient health practices, students learn to access evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview patients in a culturally sensitive manner, identify members of an interprofessional team, and use reflective thinking about their practice as nursing students. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with selected core nursing skills.

Prerequisites: Anatomy and Physiology.

NRS 111/211 Foundations of Nursing in Chronic Illness I

6 credits

This course introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in multiple ethnic groups. The patient's and family's "lived experience" of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are explored in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with mood disorders, adults with type 2 diabetes and older adults with dementia. The course includes classroom and clinical learning experiences.

Prerequisites: NRS 110/210.

Concurrent: 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 application of clinical judgment for care of culturally diverse patients across the lifespan who are experiencing prevalent acute conditions or acute exacerbations of chronic conditions. Legal and ethical aspects of care are incorporated to guide evidence-based, patient-centered nursing care. Includes classroom and clinical learning experiences.

Prerequisites: NRS 110/210.

Concurrent: NRS 230 or NRS 231 and NRS 232 or NRS 233.

NRS 230 Clinical Pharmacology

3 credits

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

Prerequisites: Anatomy and Physiology sequence; Microbiology.

NRS 231 Clinical Pharmacology II

3 credits

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

Prerequisites: NRS 230.

NRS 232 Pathophysiological Processes I

3 credits

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

Prerequisites: Anatomy and Physiology sequence; Microbiology concurrent, if not taken as prerequisite.

NRS 233 Pathophysiological Processes II

3 credits

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

Prerequisite: NRS 232; Microbiology, concurrent if not taken as prerequisite.

NRS 221/321 Foundations of Nursing in Chronic Illness II and End of Life

9 credits

This course builds on Foundations of Nursing in Chronic Illness I. 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 and NRS 233.

NRS 222/322 Foundations of Nursing in Acute Care II and End of Life

9 credits

This course builds on Nursing in Acute Care I, focusing on more complex and 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 for disorders with an acute trajectory. Case scenarios incorporate prioritizing care needs, delegation and supervision and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. (Can follow Nursing in Chronic Illness II and End of Life Care).

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

NRS 305/405 Reading and Conference

1-2 credits

Prerequisites: None.

NRS 307/407 Seminar

1-2 credits

Prerequisites: None.

NRS 309/409 Practicum

2 credits

Prerequisites: None.

NRS 314 Concepts in Health Promotion throughout the Lifespan RNBS Virtual Campus

3 credits

This course explores concepts of holistic health promotion influences on health behaviors while introducing learners to the Oregon Consortium of Nursing Education (OCNE) nursing competency framework. The emphasis on health promotion across the lifespan includes learning about self-care as well as patient health practices. Learners expand on health promotion concepts and apply evidence about health promotion and health education considerations to patient-nurse interactions. Learners will explore health behavior change and tools related to health and motivational enhancement.

Prerequisites: Admission to the baccalaureate completion program for RNs (RNBS).

NRS 314 Chronic Illness and End of Life Care

3 credits

This course introduces the learner to the Oregon Consortium in Nursing Education (OCNE) competencies and student resources at OHSU. The focus is the nursing care for people living with chronic and end stage illness and their families. Concepts to be examined include the impact of chronic and end-stage disease processes on the individual and family developmental stages, as well as spiritual and cultural beliefs. Ethical and legal issues related to individuals and their families living with chronic disease include advocacy, self-determination, autonomy and health equity, the impact on chronic illness on individuals, as well as the well-being of caregivers, staff, and self, will be explored.

Prerequisites: Admission to the baccalaureate completion program for RNs (RNBS).

NRS 331 Nursing in Chronic Illness and End-of-Life Care

9 credits

This course begins with assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in multiple diverse populations. Concepts of chronic illness are a major focus including the patient's and family's lived experience of the condition, care giving, symptom management, and end-of-life issues as the basis for nursing interventions with patients and families. Cultural, legal, ethical, and health care delivery issues related to advocacy, self-determination, autonomy and social determinants of health are explored through case scenarios and clinical practice. Skills associated with the assessment and management of concurrent illnesses and conditions as a member of an interprofessional team are developed within the context of clinical practice guidelines, research evidence, and patient and family preferences and needs. Exemplars include patients with chronic physical and mental illness and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences.

Prerequisites: Admission to accelerated baccalaureate program and NRS 210, NRS 230, NRS 232.

Concurrent: NRS 231 and NRS 233.

NRS 332 Nursing in Acute Care across the Lifespan

12 credits

This course focuses on care of patients across the lifespan who require acute care, including normal childbirth and introduction to more complex and/or unstable patient care situations requiring strong noticing and rapid decision making skills. Disease/illness trajectories and their translation into clinical practice, use of guidelines, and standard procedures are considered in relation to their impact on providing culturally sensitive, patient- and family-centered care. The use of best evidence supporting appropriate focused assessment, prioritizing care needs, effective and efficient nursing interventions, and evaluation of outcomes is explored. Life span and developmental factors, cultural variables, and legal aspects of care from the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Includes classroom and clinical learning.

Prerequisites: NRS 210; NRS 230, NRS 231, NRS 232, NRS 233, NRS 331.

NRS 410 Population Health Practice

9 credits

This course is intended to prepare nurses in the practice of community and population health. Students are given an opportunity to apply population health principles to address health disparities. Community and population health are examined as a synthesis of knowledge from nursing, public health, the social sciences and epidemiology. Students analyze prevalent population health issues, explore population interventions and participate with the community as client to promote quality, culturally proficient, and preventive healthcare. Frameworks of community and public health are examined and community assessments are conducted using a systems approach that promotes health literacy and embraces cultural diversity.

Prerequisites: NRS 110/210, 111/211, 112/212, 230, 231, 232, 233, 222/322, 221/321. For accelerated baccalaureate students, NRS 331, 332.

Concurrent: NURS 411.

NRS 410A Population Health Practice

3 credits

This course along with NRS 410B is intended to prepare nurses in the practice of community and population health. Students are given an opportunity to apply population health principles to address health disparities. Community and population health are examined as a synthesis of knowledge from nursing, public health, the social sciences and epidemiology. Students analyze prevalent population health issues, explore population interventions and participate with the community as client to promote quality, culturally proficient, and preventive healthcare. Frameworks of community and public health are examined and community assessments are conducted using a systems approach that promotes health literacy and embraces cultural diversity.

Concurrent: NURS 411.

NRS 410B Population Health Practice

6 credits

This course along with NRS 410A is intended to prepare nurses in the practice of community and population health. Students are given an opportunity to apply population health principles to address health disparities. Community and population health are examined as a synthesis of knowledge from nursing, public health, the social sciences and epidemiology. Students analyze prevalent population health issues, explore population interventions and participate with the community as client to promote quality, culturally proficient, and preventive healthcare. Frameworks of community and public health are examined and community assessments are conducted using a systems approach that promotes health literacy and embraces cultural diversity.

Prerequisites: NURS 411 and 410A prior or concurrent.

NRS 411 Epidemiology

3 credits

Epidemiology is the study of the distribution and determinants of death, disease and disability in human populations. In this course, students will learn the basic principles and methods of epidemiologic investigation; examine studies of the distribution and dynamic behavior of health determinants; understand etiologic factors, modes of transmission and pathogenesis; and explore concepts in social epidemiology. Applying epidemiologic case studies, students will engage systems and complex thinking to evaluate programs and policies in population health and nursing.

Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322 and NRS 221/321. Concurrent or prior to NRS 410.

Accelerated baccalaureate students: Concurrent or prior to NRS 410.

NRS 412 Nursing Leadership in Health Care Delivery Systems

10 credits

This course requires the learner to consider his or her role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from a systems perspective. Historical, legal, ethical, regulatory, socio-cultural, economic and political factors influencing the health care system and professional nursing practice provide context to the learning. Students will understand how nursing leadership influences client care and practice within the broader health care delivery system. This course includes classroom and clinical learning experiences.

Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, 231, 232, 233; NRS 222/322, NRS 221/321.

NRS 412A Nursing Leadership in Health Care Delivery Systems

3 credits

This course requires the learner to consider his other role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from a systems perspective. Historical, legal, ethical, regulatory, socio-cultural, economic and political factors influencing the health care system and professional nursing practice provide context to the learning. Students will understand how nursing leadership influences client care and practice within the broader health care delivery system. This course includes classroom and clinical learning experiences.

Prerequisites: Admission to accelerated baccalaureate program. NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331.

NRS 412B Nursing Leadership in Health Care Delivery Systems

3 credits

This course requires the learner to consider his or her role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from a systems perspective. Historical, legal, ethical, regulatory, socio-cultural, economic and political factors influencing the health care system and professional nursing practice provide context to the learning. Students will understand how nursing leadership influences client care and practice within the broader health care delivery system. This course includes classroom and clinical learning experiences.

Prerequisites: Admission to accelerated baccalaureate program. NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331.

NRS 412RA Professional Nursing in Health Policy and Health Care Delivery Systems

3 credits

The course examines the role of the nurse as a leader in nursing and in health care. Focus is on the role of the professional nurse in the broader healthcare delivery system. Legal, ethical, regulatory, and political factors influencing patient/population health provide context to the learning.

Prerequisite: NRS 427.

NRS 412RB Nursing Leadership: Health Care Culture and Collaborative Practice

3 credits

This course examines the role of the professional nurse within health care teams as well as within the broader health care system. Emphasis placed on influence of the nurse on health care culture, interprofessional team dynamics, and overall quality and safety of complex systems. Examination of concepts such as complex adaptive systems, Just Culture, interprofessional collaboration and accountability.

Prerequisite: NRS 427.

NRS 412RC Nursing Leadership & Management in Healthcare

3 credits

In this course the learner considers their role as a leader in nursing and in complex health care systems. Students will examine nursing leadership competencies, behaviors, and skills including their own leadership and followership styles. Self-reflection on leadership behaviors and strategies for professional development will be explored

Prerequisite: NRS 427.

NRS 412RD Nursing Leadership Practice in Quality Improvement

3 credits

In this course the learner will analyze their role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from quality and safety perspectives. The learner will lead, collaborate, and implement a quality improvement project (QIP) in a healthcare organizational system. The clinical prepares the learner for their role as a baccalaureate prepared registered nurse in any health care setting.

Prerequisite: NRS 427.

NRS 413 Introduction to Research for Nurses

2 credits

This course builds on foundational learning activities in evidence-based practice and research. In the course students will deepen their understanding of evidence-based practice, the research process, and the nursing contribution as they learn to refine research questions and access, critique, and translate evidence into practice.

Prerequisites: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, 231, 232, 233; Prerequisite or Concurrent: NRS 221/321 (depending on program).

NRS 424 Integrative Practicum I

9 credits

This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the students to experience the nursing role in a selected setting, balancing demands of professional nursing 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 230,231,232, 233, NRS 222/322; NRS 221/321, NRS 410, NRS 411, NRS 412 and NRS 413.

Note: This course is cross listed as NRS 224 if taken at an OCNE partner community college.

NRS 424K Focus on Successful Student Transition

1 credit

This course prepares the post-AAS learner for transition into the senior year of the baccalaureate nursing program at OHSU. The focus is on evidence-based practice, effective literature searching, and scholarly written communication.

Prerequisites: OCNE community college post-AAS transfer student.

NRS 425 Integrative Practicum II

9 credits

A continuation of NRS 224 or 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing role in a selected setting, balancing demands of professional nursing and lifelong learner, supporting the transition to the nursing role in the delivery of health care. 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: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, 231, 232, 233., NRS 222/322; NRS 221/321, NRS410, NRS 411, NRS 412, NRS 424, and NRS 413.

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 selected populations. Practice experiences are included and require the student to integrate new practice related knowledge and skills. The course is designed to help the learner in the transition to the work world and enhance the practice of the experienced nurses. Emphasis is on the health care needs of selected populations, and the associated systems and policy issues. Includes asynchronous online theory activities, self-directed study, and experiential practice.

Prerequisites: Admission to the baccalaureate completion program for RNs (RNBS).

NRS 427 Practice Integration

3 credits

This course is the first course of the baccalaureate completion program for RNs. The course provides students a transition into baccalaureate nursing education. Students will examine aspects of their nursing practice and set professional goals. They will also gain experience using available evidence to inform their practice. The course is structured around the following Oregon Consortium for Nursing Education fundamentals: evidence based practice, leadership, relationship-centered care and care and clinical judgment. Forum discussions, reflective portfolios, case studies and other course assignments address each of these fundamentals.

Prerequisites: Admission to the baccalaureate completion program for RNs (RNBS).

NRS 435 Integrated Practicum

12 credits

This course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/ Student Triad Model provides a context that allows the student to experience the nursing role in a selected setting, balancing demands of professional nursing and lifelong learner, supporting the transition to the nursing role in the delivery of health care. Emphasis is on the health care needs of the selected population and the associated system and policy issues. Includes seminar, simulation, self-directed study and clinical learning experiences.

Prerequisites: Admission to accelerated baccalaureate program. NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, NRS 331, NRS 332, NRS 410, NRS 411, NRS 412A and NRS 412B.

Graduate Course Descriptions**Community and Public Health**

For Community and Public Health Courses, please see the School of Public Health Catalog.

Division of Management

For Division of Management courses: MGT 506, MGT 515, MGT 546, MGT 563, MGT 564, MGT 566, MGT 570, MGT 572, MGT 596, MGT 597, MGT 598, MGT 590, please refer to the Division of Management course catalog within the School of Medicine.

Nursing**NURS 505 Reading and Conference**

1-3 credits

Prerequisites: None.

NURS 506 Special Projects

1-3 credits

Prerequisites: None.

NURS 508 Concepts for Advanced Nursing Practice: Ethics

2 credits

This course focuses on the ethical aspects of inter-professional practice, scholarship, and health care delivery for advanced nursing practices.

Prerequisites: Graduate standing.

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 Focus in Population Health

3 credits

This course develops and refines a student's competency in managing: a population, an educational program, or health services. Within one of these contexts, the student takes a role in initiating, managing, or sustaining, collaborative efforts related to a change and or improvement in services.

Prerequisites: Permission of instructor.

NURS 509AA/609AA Practicum in Teaching

1-3 credits

This course provides students with the opportunity to design, implement and evaluate a variety of learning experiences appropriate to the course environment and outcomes expected of the designated learners. Opportunity to use several different teaching modalities will be provided, including classroom, seminar, clinical, laboratory and online.

Prerequisites: NURS 561/661, NURS 562/662, NURS 564/664 or permission of instructor.

NURS 509BA Pharmacological Management Practicum for Clinical Nurse Specialists or Nurse Practitioners Seeking Prescriptive Privileges

1-5 credits (For continuing education credits, refer to the program or OHSU Registrar)

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

Prerequisites: Successful completion of pharmacology, physical assessment and pathophysiology courses meeting OSBN Division 56 requirements. Appropriate specialty-specific prerequisites. Unencumbered Oregon clinical nurse specialist or nurse practitioner limited license or certificate. Approval of pharmacological management practicum plan and objectives by OHSU School of Nursing faculty. OSBN limited license for prescriptive practicum. Permission of instructor.

NURS 509BB Clinical Practica with Psychiatric Mental Health Clients

3 credits

This course provides an opportunity for graduate students to apply concepts from didactic coursework into clinical practice with psychiatric mental health clients, their families and communities according to their defined scope of practice. Students are responsible for defining a set of clinical goals for each practicum and identifying a setting and preceptor to assist with accomplishing those goals.

Prerequisites: Successful completion of required Psych Mental Health Nurse and Nursing Education courses

NURS 509GG Clinical Practica with Older Adults

3 credits

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

Prerequisites: None

NURS 509MC Practicum/Capstone: Transition to Leading and Managing Change

8 credits

The Graduate Capstone Practicum is a culminating experience designed to provide students with an opportunity to apply nursing leadership knowledge and skills acquired throughout the program of study focusing on the competencies of the graduate level nurse leader. The experience will involve a project related to a professional nursing phenomenon of interest such as, but not limited to: direct patient care issue, quality/process improvement, healthcare policy, or nursing administration.

NURS 510 Health Assessment and Health Promotion in Vulnerable Populations

3 credits

This course focuses on development of health assessment skills that inform clinical decision making and planning for clinical care. Students will practice health assessment skills and gain advanced knowledge of health promotion, health protection, and disease prevention across the life span including learning about self-health as well as client health practices. Current trends will be described and discussed to examine health indicators among vulnerable populations. Using specific case-based exercises. Students are guided in how to make in-depth assessments of clients experiencing a variety of conditions specific to their clinical focus.

Prerequisites: None.

**NURS 511 Current Issues in Pharmacology:
A Pathophysiologic Approach**

4 credits

This course builds on knowledge of the basic principles of pharmacology to establish a knowledge base for nurse educators to provide safe and effective teaching related to is on the clinical use of drugs commonly used in a variety of settings for a range of pathophysiological problems. Principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of selected categories of drugs are explored reviewed along with the associated relevant pathophysiology. Using a case study approach, students will learn how to engage learners and to facilitate their retention of specific pharmacological content, and the achievement of outcomes related to the application of medication related knowledge and skills.

Prerequisites: None.

NURS 512 Leadership and Organizational Behavior

3 credits

This course will describe the general history and evolution of management theory and practice and how organizational behavior developed into its own field. Students will learn how to apply these theories to guide and direct an organization successfully.

**NURS 513 Concepts of Advanced Nursing
Knowledge and Leadership**

2-3 credits

The purpose of this course is to explore core concepts that are essential to performing current and emerging roles in healthcare delivery and design. Advanced nursing knowledge and higher level leadership skills for improving health outcomes are examined. Select content in organizational systems leadership and quality improvement, informatics and technology, health policy, population health and professional role issues will be introduced. This course is offered for variable credit.

Prerequisites: None.

**NURS 515A Advanced Physiology/
Pathophysiology I**

3 credits

This course provides in-depth knowledge of physiologic concepts essential for advanced practice nursing. Physiologic processes related to the central and peripheral (including autonomic) nervous systems; cardiovascular, respiratory, renal, digestive, endocrine and reproductive systems; hematopoiesis, innate and adaptive immunity, microcirculation, neural control of skeletal, cardiac and smooth muscle, and acid-base balance are discussed at biochemical, cellular, organ, system, and organism levels. Exemplar pathologies will be utilized throughout the course to demonstrate disruption of normal physiology in disease. Emphasis is on integration of concepts as a basis for understanding interrelationships among complex physiologic and pathophysiologic processes, throughout the lifespan. This course prepares students for more detailed exploration of pathophysiology in future clinical management courses.

Prerequisites: None.

NRS 515B Advanced Physiology/Pathophysiology II

3 credits

This sequel to NURS 515A continues to emphasize in-depth knowledge of physiologic concepts essential for advanced practice nursing. Physiologic processes related to the central and peripheral (including autonomic) nervous systems; cardiovascular, respiratory, renal, digestive, endocrine and reproductive systems; hematopoiesis, innate and adaptive immunity, microcirculation, neural control of skeletal, cardiac and smooth muscle, and acid-base balance are discussed at biochemical, cellular, organ, system, and organism levels. Exemplar pathologies will be utilized throughout the course to demonstrate disruption of normal physiology in disease. Emphasis is on integration of concepts as a basis for understanding interrelationships among complex physiologic and pathophysiologic processes, throughout the lifespan. This course prepares students for more detailed exploration of pathophysiology in future clinical management courses.

Prerequisites: NURS 515A.

NURS 517A Advanced Health and Physical Assessment

3 credits

This course focuses on development of clinical decision-making skills in the process of health assessment across the lifespan. The course provides advanced theory in the assessment of an individual within the context of the family, psycho-social-cultural considerations, functional ability, presence of health risk factors and developmental stage. The concepts of diagnostic reasoning and differential diagnosis will be introduced. The lab component includes hands-on advanced practice health assessment skills.

Prerequisites: None.

NURS 517B Advanced Health and Physical Assessment Lab

1 credit

This lab will apply theory content related to advanced physical assessment and clinical decision-making skills in the process of health assessment across the lifespan. The lab provides skill development necessary for the assessment of an individual within the context of the family, psycho-social-cultural considerations, functional ability, presence of health risk factors and developmental stage. Application of physical exam concepts related to diagnostic reasoning and differential diagnosis will be reviewed.

Prerequisite: NURS 517A.

NURS 519 Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses

4 credits

This course applies the principles of pharmacology, including pharmacogenomics, pharmacokinetics and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the life span. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, alternative regimens, and patient behaviors will be integrated into patient decision-making exercises and discussion.

Prerequisite: Graduate nursing student status. Other students need permission from the course coordinator.

NURS 524 Evaluating Evidence

3 credits

This course focuses on the evaluation of evidence for health care practice and the care environment. Emphasis is placed on the skills needed to identify, access, and critique the various forms of evidence that inform practice decision. Focus is primarily on students' emerging abilities to identify strengths, limitations, and gaps in evidence as well as generate questions.

Prerequisites: Graduate standing.

NURS 538/638 Emerging Trends in Nursing Education Curriculum

3 credits

This course addresses philosophical and pedagogical approaches to developing curriculum in academic and service settings. Emphasis is given to developing and analyzing curriculum that is congruent with institutional and program mission, philosophy and goals, professional standards, and the needs and expectations of an educational institution's community of interest. Essential components of curriculum evaluation will be introduced and legal, ethical and accreditation issues related to curriculum design and content will be explored.

Prerequisites: None.

NURS 546A Clarifying Racism – Institutional Racism

1 credit

The purpose of this course is to prepare graduate-level health professions students with critical thinking skills and inclusive communication practices with regard to racism and diversity issues in health care. This course will provide students with evidence-based knowledge on issues of institutional racism in health care settings, with a focus on best practices for providing health care for diverse individuals and groups. The course will cover a variety of readings on institutional racism. Students will develop communication techniques for reflecting about issues of institutional racism. This may include writing, speaking, listening, and other applicable skills.

Prerequisite: Students must have graduate standing at OHSU in the SoN.

Variable Credit: 1 per term.

NURS 546B Clarifying Racism – Foundational Concepts of Bias

1 credit

The purpose of this course is to prepare graduate-level health professions students with critical thinking skills and inclusive communication practices with regard to racism and diversity issues in health care. This course will provide students with evidence-based knowledge on foundational concepts attributed to bias in health care settings, with a focus on best practices for providing health care for diverse individuals and groups. The course will cover a variety of readings on foundational concepts attributed to bias. Students will develop communication techniques for reflecting about foundational concepts attributed to bias. This may include writing, speaking, listening, and other applicable skills.

Prerequisite: Students must have graduate standing at OHSU in the SoN.

Variable Credit: 1 per term.

NURS 546C Clarifying Racism – Unequal Treatment

1 credit

The purpose of this course is to prepare graduate-level health professions students with critical thinking skills and inclusive communication practices with regard to racism and diversity issues in health care. This course will provide students with evidence-based knowledge on issues of race and racism in unequal treatment in health care settings, with a focus on best practices for providing health care for diverse individuals and groups. The course will cover a variety of readings on unequal treatment through the lens of racism. Students will develop communication techniques for reflecting about issues of unequal treatment related to race and racism. This may include writing, speaking, listening, and other applicable skills.

Prerequisite: Students must have graduate standing at OHSU in the SoN.

Variable Credit: 1 per term.

NURS 547/647 Introduction to Epidemiology and Population Health

3 credits

In this course, students will gain introductory knowledge of epidemiologic principles and their practical application to health and health care. Students will apply epidemiologic methods to answer questions about the distribution of disease, death, disability and risk exposures in populations. The concepts of rates, risk, study design, and causal relationships between exposures and health outcomes as they pertain to select populations will be introduced.

Prerequisites: None.

NURS 551/651 Complex Health Conditions

3 credits

In this course, students will gain advanced knowledge in understanding and intervening with complex health conditions related to individuals and populations in their practice area the nursing care of older adults experiencing common geriatric syndromes. This course will provide opportunities for students to apply this knowledge in the context of educating current and future healthcare professionals through case-based learning activities.

Prerequisites: None.

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

3 credits

This course focuses on the major mental health issues faced by older adults and their family caregivers: dementia, delirium, depression. Other mental health issues that affect the older population are also covered, including: substance abuse and issues at end-of-life. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping nurses in research and advanced practice understand the specific dynamics of the older adult's mental health concerns and develop interventions, programs or research tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings.

Prerequisites: NURS 571B for PMHNP students or permission from faculty for other specialties.

NURS 554A Inclusive Educational Practices I: Theory, Assessment, and Planning

2 credits

This course provides learners the opportunity to explore factors that influence creating a welcoming academic learning environment where all can succeed and thrive. The science of learning and facilitators and barriers to learning will be reviewed. Topics explored will include: belonging, mindset, trauma-informed educational practices, and accommodations for learners with disabilities. This course provides learners an authentic service learning opportunity to work with the nursing educational community on an identified project to improve inclusion and belonging. This course will focus on stakeholder engagement and problem assessment and initial search for solutions.

NURS 554B Inclusive Educational Practices 2: Recommendations and Implementation

1 credit

This course provides learners an authentic service learning opportunity to work with the nursing educational community on an identified project to improve inclusion and belonging. Opportunities will be provided to propose recommended strategies to selected nursing education practices to improve inclusion and to support stakeholders in implementing change.

NURS 559/659 Understanding Social Determinants of Health

3 credits

This course focuses on the social determinants of health and their influence on health outcomes. Factors that contribute to development of vulnerable populations and health disparities will be explored. Opportunities to appraise existing available tools and resources for learning and communicating about social determinants of health and health disparities for a focus population will be provided. Implications for nursing education, research, practice, and policy development are explored.

Prerequisites: None.

NURS 561/661 Best Practices in Teaching Nursing

4 credits

This course emphasizes best practices in the science of learning as applied to performance-based curriculum models and instructional design. Students will review best practices in higher education and teaching for healthcare professionals and have the opportunity to define educational goals and align the goals with assessment of learning, learning activities, and selection of instructional strategies. Students will have the opportunity to gain skills in designing and conducting learning activities and guiding learners using active learning strategies.

Prerequisites: None.

NURS 562/662 Learning Assessment in Nursing

2 credits

This course introduces approaches, processes, and tools that can be used to assess learning especially in a practice discipline. Topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning and to guide performance assessment, test development and analysis, issues in grading achievement and course/program evaluation.

Prerequisites: None.

NURS 563/663 Simulation in Nursing Education

3 credits

Students will be introduced to the theoretical basis for simulation-based learning experiences as well as the standards of best practice in simulation education. Current simulation pedagogies will be explored. Opportunities to 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, interprofessional communication, and resource management.

Prerequisites: One year of graduate coursework and permission of instructor.

NURS 564/664 Clinical Teaching

3 credits

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

Prerequisites: Permission of instructor.

NURS 580 Budget and Finance for the Nurse Leader

3 credits

This course provides a framework for understanding financial management for the nurse leader. The core concepts of revenue streams, workflows, budgets and budget variances will be examined. Financial data driven decision making will be a focus.

Prerequisites: Graduate Standing.

NURS 591/691 Online Teaching

3 credits

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

Prerequisites: None.

NURS 601 Research Practicum

1-4 credits

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

Prerequisites: Permission of faculty mentor and approval by academic advisor.

NURS 603 Doctoral Dissertation

1-9 credits

The development and conduct of dissertation research.

Prerequisites: Completion of PhD core courses. A minimum of 27 NURS 603 dissertation credits are required.

NURS 605 Reading and Conference

1-9 credits

The reading and conference provides an opportunity for an in depth review and synthesis of a specified body of literature under the guidance of a faculty of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student's program of study.

Prerequisites: Permission of faculty mentor and approval by academic advisor or dissertation chair.

NURS 607D Dissertation Seminar

1 credit

This seminar focuses on support and facilitating student progress through the stages of dissertation work. Students, doctoral candidates who have successfully completed the first two years of the program, will be involved in a forum for scholarly exchange and learning regarding the completion of the dissertation, manuscript preparation and dissemination, and professional development in preparation for a postdoctoral or faculty role. The seminar will complement the student-chair relationship. Doctoral students are required to enroll in dissertation seminar while conducting the dissertation. These credits convert to dissertation credits (603) in meeting the requirements for the degree.

Prerequisites: None.

NURS 607H Selected Topics in Nursing

1-3 credits, depending on specific topic

This course introduces students to concepts underlying new competencies and research. Students and faculty negotiate a set of relevant concepts for the seminar for a given term.

Prerequisites: None.

NURS 609 Practicum in Teaching (for PhD students)

See NURS 509AA/609AA

NURS 609AA Practicum in Teaching

See NURS 509AA/609AA

NURS 613 Research Design and Methods

3 credits

This course focuses on issues related to research design and sampling methods. Students will learn how to select research designs and sampling methods based on research questions and/or hypotheses, conceptual frameworks/theories, and philosophical assumptions. Specific content will address methodological rigor and ethical concerns.

Prerequisites: None.

NURS 614 Philosophical and Theoretical Foundations for Health Science Research

3 credits

This course focuses on the philosophical and theoretical foundations for health science research. Student will discuss a diverse array of philosophies that have informed scientific inquiry. The course will also introduce students to conceptual and theoretical perspectives that frame health science research, with particular attention to middle-range theories. Philosophical underpinnings of selected theories will be explored and their implications for research examined.

Prerequisites: None.

NURS 620 Responsible Conduct of Research and Scholarship

2 credits

This course focuses on review and discussion of various aspects of Responsible Conduct of Research and Scholarship (RCRS). Students will learn to conduct quality research as the foundation for a strong professional reputation as a researcher. RCRS involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research.

Prerequisites: None.

NURS 630 Advanced Measurement

3 credits

This course focuses on advanced measurement. Students will learn theories and psychometric assumptions integral to selecting and developing measures. Students will acquire in-depth understanding of common approaches to reliability including Classical Test Theory, Generalizability Theory, and Item Response Theory, and the applicability of each to measurement in health research. Students will develop skill in evaluating items, examining and interpreting reliability, and selecting approaches to establish validity, including content, criterion-related, and construct validity. This course also will cover exploratory and confirmatory factor analysis and multi-trait/multi-method matrix approaches to validity testing.

Prerequisites: None.

NURS 632 Mixed Methods Research

3 credits

This course focuses on different strategies used in inquiry that employ quantitative research, qualitative research, and the intentional integration thereof. Specific emphasis is placed on identifying and bridging diverse philosophical positions that often underlie mixed methods research and on data integration as a means to maximize the strengths of the qualitative and quantitative approaches and minimize their weaknesses. The importance of varied methodological and disciplinary expertise to the success of mixed methods teams will also be explored.

Prerequisites: None.

NURS 633 Pro Seminar

1 credit (per quarter, 6 credits total)

This pro-seminar focuses on introduction and exposure of students to active programs of research within the School and across OHSU in the areas of 1) Integrative Biobehavioral Research and 2) Health Equity Research. Students will learn about the breadth of ongoing interprofessional/team science in these areas through faculty presentations, assigned articles, and informal, facilitated discussions.

Prerequisites: None.

NURS 635 Literature Review, Synthesis and Inquiry
2 credits

This course focuses on skill development for conducting a literature review and synthesis, then using this synthesis to support the formulation of questions for future research. These skills are foundational for the research process, including writing successful grant applications and publications. Students will expand their knowledge and expertise in the literature of their areas of interest, and describe a) the current state of the science, and b) gaps in knowledge that should be addressed to inform research questions that will importantly advance science within the student's area of interest.

Prerequisites: None.

NURS 636 Inquiry and Proposal Development
2 credits

This course focuses on initial development of a research proposal through the integration of knowledge in theories, methodologies, and literature. Students will gain skills in reviewing/critiquing grant proposals and learn an overview of funding mechanisms and the funding process.

Prerequisites: NURS 635.

NURS 638 Emerging Trends in Nursing Education Curriculum
See NURS 538/638

NURS 639 Evaluating Evidence for Nursing Practice
See NURS 539/639

NURS 641: Applied Health Statistics I: Descriptive, Associative and Comparative Statistics

4 credits

This first course in a 3-course series focuses on a conceptual understanding of analysis and interpretation of descriptive and inferential statistics. Students will develop skills in the performance and interpretation of common statistical tests, including tests of central tendency and dispersion, correlations, chi-square tests, t-tests and analysis of variance, and develop an understanding of when particular tests should be employed. This course will also cover sample size estimation/power calculation procedures for common hypothesis testing. Applying health statistics as part of a logical argument is emphasized as opposed to detailed knowledge of the underlying mathematics.

Prerequisites: None.

NURS 642 Applied Health Statistics II: Generalized Linear Modeling

3 credits

This second course in a 3-course series focuses on conceptual understanding of generalized linear modeling. Students will develop skills in the performance and interpretation of techniques such as multivariate linear, logistic, gamma and negative binomial regression, and develop an understanding of when particular approaches should be employed. This course also will cover common functions within generalized linear modeling such as tests of interaction, moderator and mediator, as well as multilevel modeling, handling of complex sampling designs and common approaches to model selection. Applying health statistics as part of a logical argument is emphasized in this course as opposed to detailed knowledge of the underlying mathematics.

Prerequisites: None.

NURS 643 Applied Health Statistics III: Longitudinal Design and Analysis

3 credits

In this advanced course on applied health statistics, students will develop a conceptual understanding of common design issues in longitudinal research and the classic and emerging approaches to the analysis of longitudinal data. Students will develop skills in the performance and interpretation of techniques such as multilevel, mixture, growth, estimation and survival modeling, and develop an understanding of when particular approaches should be employed. This course will also cover handling of common longitudinal data issues such as dropout, missing data and time-dependent confounding.

Prerequisites: None.

NURS 644 Qualitative Research I

3 credits

This course focuses on qualitative research methodologies. Students will develop conceptual understanding of various qualitative research methods, and basics of data collection, analysis, and interpretation of qualitative data in health science research. Students also gain practical knowledge and skills for conducting qualitative research congruent with the philosophical assumptions underlying the research methodology. Methodological rigor and ethical concerns particular to qualitative methods will also be discussed.

Prerequisites: None.

NURS 645 Qualitative Research II

4 credits

This second course in a 2-course series focuses on a comprehensive examination of qualitative research methods. Students will develop in-depth understanding and advanced skills to design and conduct rigorous qualitative research. Students also will have opportunities to explore various tools that are supportive to qualitative data collection and analysis such as qualitative data analysis software. Emphasis is placed on approaches and considerations unique to qualitative research methodologies used in nursing and other health sciences.

Prerequisites: None.

NURS 647 Introduction to Epidemiology and Population Health

See NURS 547/647

NURS 648 Introduction to Structural Equation Modeling

3 credits

In this advanced course on quantitative methods and analysis, students will build on earlier statistics courses by developing a conceptual understanding of the structural equation modeling framework from both a frequentist and Bayesian perspective. Students will develop skills in interpreting and fitting a range of SEM's including path analysis, confirmatory factor analysis, and models that include both structural and measurement components. Special topics will include modeling longitudinal data, handling missing data, and conducting power analysis with the Monte Carlo capabilities of Mplus. Students will receive instruction and practice using Mplus software to achieve these goals. The link between quantitative research methodologies and statistical strategies will be emphasized.

Prerequisites: None.

NURS 651 Complex Health Conditions

See NURS 551/651

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

See NURS 552/652

NURS 653 Health Care Systems for Vulnerable Populations

See NURS 553/653

NURS 659 Understanding Social Determinants of Health

See NURS 559/659

NURS 661 Best Practices in Teaching Nursing

See NURS 561/661

NURS 662 Learning Assessment in Nursing

See NURS 562/662

NURS 663 Simulation in Nursing Education

See NURS 563/663

NURS 664 Clinical Teaching

See NURS 564/664

NURS 671 Introduction to Health Equity Research

3 credits

This course focuses on inquiry related to reducing health disparities. Students will learn about common approaches to health equity research including community-engaged approaches to understand social determinants of health and improve health outcomes among rural, disabled and other disadvantaged populations; interventions to increase health literacy/numeracy; and research addressing gender differences in health outcomes. Emphasis will be placed on unique philosophical/theoretical underpinnings, practical approaches and policy implications related to health equity research.

Prerequisites: None.

NURS 672A Applied Health Equity Research

3 credits

This course focuses on advanced theoretical and practical knowledge and content expertise necessary for the conduct of health equity research. Students will gain in-depth exposure to a variety of elements required to carry out health equity research including advanced application of health equity theory, community participation, study design, data collection and analysis, and disseminating findings to multiple stakeholders including the community and policy makers. Students are expected to gain breadth of knowledge related to published research in a substantive research area. Emphasis also will be placed on developing leadership in interdisciplinary/team science.

Prerequisites: None.

NURS 672B Applied Health Equity Research

3 credits

This final course in applied health equity research integrates content across the series. Students will demonstrate their breadth of knowledge by preparing a research proposal and will be exposed to a variety of strategies for disseminating research findings to multiple stakeholders. Emphasis also will be placed on developing leadership in interdisciplinary/team science.

Prerequisites: None.

NURS 673 Introduction to Integrative Biobehavioral Research

3 credits

In this introductory course on inquiry related to the full scope of human responses to illness and intervention based on the interrelationships of psychosocial, behavioral and biological processes, students will learn about common approaches to biobehavioral research including multidisciplinary research on physical activity and nutrition, physical functioning, symptoms, biomarkers and palliative care within individuals and families. Emphasis will be placed on unique philosophical/theoretical underpinnings, practical approaches and policy implications related to integrative biobehavioral research.

Prerequisites: None.

NURS 674A Applied Integrative Biobehavioral Research

3 credits

This first course in a 2-course series builds upon content introduced in NURS 673 and focuses on advanced theoretical and practical knowledge and content expertise necessary for the conduct of integrative biobehavioral research. Students will gain in-depth exposure to a variety of elements required to carry out biobehavioral research including advanced application of behavioral and biological theories, study design, and biological and behavioral data collection and integration. Students are expected to gain breadth of knowledge related to published research in a substantive research area. Emphasis will also be placed on identifying core elements of strong interdisciplinary/team science.

Prerequisites: None.

NURS 674B Applied Integrative Biobehavioral Research

3 credits

This final course in applied integrative biobehavioral research integrates content across the series. Students will demonstrate their breadth of knowledge by preparing a research proposal and will be exposed to a variety of strategies for disseminating research findings to multiple stakeholders. Emphasis also will be placed on developing leadership in interdisciplinary/team science.

Prerequisites: None.

NURS 675 Policy and Leadership

3 credits

This course focuses on the concepts of leadership and followership in the conduct of research. Students will understand the evolving roles and responsibilities of a scholar in relationship to influencing policy at institutional and governmental levels based on knowledge of the relevant evidence.

Prerequisites: None.

NURS 680 Dissemination of Scholarship for Graduate Students

2 credits

The purpose of this course is to provide graduate nursing students with the understanding and skills they need to successfully submit a manuscript for publication. To demonstrate their learning, students will identify appropriate journals for publication, describe author guidelines, create a writing team, and prepare a manuscript for submission. Students in this course will also explore topics related to publication including typical academic structures, career opportunities in academia, and the goals of scholarly inquiry.

NURS 691 Online Teaching

See NURS 591/691

NURS 702 Concepts for Doctoral Nursing Practice

1 credit

In this course, competencies for doctoral nursing practice will be examined for application in the clinical residency. Ethical principles will be analyzed and extended to the conduct of clinical inquiry in doctoral nursing practice.

Prerequisites: Master's degree in advanced practice nursing and NURS 701.

NURS 703 DNP Project

6 credits

Students independently conduct a DNP project within the advanced nursing practice specialty. The project is developed within the context of the students' DNP Practicum experience and requires students to integrate delivery and evaluation of practice.

Prerequisites: NURS 715; NURS 790 may be concurrent. Concurrent: NURS 790.

NURS 703A DNP Project Planning

2 credits

The purpose of this course is to plan an improvement science project for the terminal DNP benchmark. Students will work with course faculty and the specialty chairperson to design a project to meet program expectations. Students will write a project proposal and plan for Institutional review board (IRB) submission. At the end of this course students will submit the project proposal for faculty approval. Students move to the implementation and evaluation of the project in 703B. Alternate projects in program development/evaluation or centered on policy may be developed with specialty program faculty approval.

Prerequisites: NURS 723, 724, 725.

NURS 703B DNP Project

5 credits

The purpose of this course is to implement, evaluate and disseminate an approved DNP Project within the advanced nursing practice specialty. The project takes place within the context of the student's practicum experience. It provides an experience that can be the foundation for future clinical scholarship.

Prerequisite: NURS 703A.

Variable Credits: 5 credits taken over multiple terms as arranged with DNP project advisor.

NURS 705 Reading and Conference

1-9 credits

The reading and conference provides an opportunity for an in depth review and synthesis of a specified body of literature under the guidance of a faculty member of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student's program of study.

Prerequisites: Permission of faculty of record

NURS 709 Advanced Nursing Practice Practicum

1-5 credits

Students integrate practice experiences within an advanced nursing practice specialty or population with the scholarly activities of their Doctor of Nursing Practice program of study. The student works toward a synthesis and integration of program competencies within the context of the student's chosen population.

Prerequisites: Master's degree and concurrent enrollment in DNP program of study.

NURS 720 Roles, Responsibilities and Concepts for Advanced Practice Nursing

3 credits

The purpose of this course is to explore key components that are essential to advanced practice nursing roles. Ethical and legal responsibilities are emphasized related to patient outcomes and safety. Professionalism, scope of practice, leadership and policy are explored within advanced practice work environments.

Prerequisites: Graduate standing.

NURS 721 Ethics for Advanced Practice Nursing

3 credits

The purpose of this course is to explore ethical theories and principles and how they influence various dimensions of health care. Professional responsibilities of advanced practice registered nurses in clinical care, research, and healthcare organizations will be explored. Ethical principles are applied to delivery of care, scholarly inquiry, and leadership.

Prerequisites: Graduate standing.

NURS 722 Informatics & Technology for Healthcare

3 credits

The purpose of this course is to explore the organization, collection, analysis and dissemination of information in health care. This course will serve as an introduction to clinical informatics with a focus on the electronic health record, telemedicine, and technological approaches to quality and safety. Ethical and legal dimensions of healthcare technology are examined. Students learn the basics of database design for the collection and analysis of patient outcomes data.

Prerequisites: Graduate standing.

NURS 723 Critical Appraisal of Evidence

3 credits

This course is the first in a series to prepare students to deliver patient-centered care that emphasizes evidence-based practice (EBP) and quality improvement (QI). The purpose of this course is to introduce students to the different types of evidence and the critical appraisal process. The philosophical underpinnings and methods of knowledge development are introduced. Descriptive and inferential statistics are reviewed. The key steps in the EBP process and its importance to advanced nursing practice are highlighted.

Prerequisites: Statistics course (descriptive and/or inferential) prior to admission to graduate program.

NURS 724 Application of Evidence to Clinical Practice

3 credits

This course is the second in a series to prepare students to deliver patient-centered care that emphasizes evidence-based practice (EBP) and quality improvement (QI). The purpose of this course is to provide students with an opportunity to evaluate evidence in the context of practice-based decision making. Students will identify a clinical problem and apply the clinical inquiry process. The focus is on critiquing evidence for practical application. Implementation science, models and change theories used in translating knowledge into action are highlighted.

Prerequisite: NURS 723.

NURS 725 Improvement Science

3 credits

This course is the third in a series to prepare students to deliver patient-centered care that emphasizes evidence-based practice (EBP) and quality improvement (QI) focusing on improvement science (IS) methodologies. The purpose of this course is to utilize improvement science to eliminate discrepancies between identified standards of care and clinical practice. Students will build core competencies in improvement science, including appraising the IS literature, differentiating IS methodologies, testing and measuring change, displaying findings and participating in continuous improvement activities.

Prerequisites: NURS 723, NURS 724.

NURS 726 Health Care Economics and Finance

3 credits

This course will provide the foundation for assessing the financial impact of practice policies, procedures, and initiatives when meeting the health needs of the practice populations. The course will emphasize principles of economics and finance, the analysis of practice quality, and cost effectiveness of care. Strategies to design effective and realistic care delivery or practice initiatives are examined.

Prerequisites: Admission to the DNP program or permission of the instructor.

NURS 727 Leadership and Health Systems

3 credits

This course is designed for the practical and integrated application of leadership and system theories to real-world problems in healthcare. Upon completion of this course, students will be prepared to understand and engage in healthcare leadership at the entry level.

Prerequisites: Enrollment in the DNP Program.

NURS 728 Health Policy and Population Health

3 credits

This course will provide an overview of healthcare policy at the state and national level, and provide a foundation for evaluating its impact on health outcomes. Basic principles of population health will be explored within the context of epidemiology, determinants of health, health equity, and health disparities. Social, political, legal, and economic factors are used to understand the relationship between health policy and population health.

Prerequisites: Admission to the DNP program or permission of the instructor.

NURS 734 Health Policy

3 credits

This course focuses on the design, implementation and evaluation of health policies and their origins and consequences. The impact of health policy on clinical practice and health care, and methods for affecting the process of health policy formation are examined.

Prerequisites: Admission to the Doctor of Nursing Practice program.

NURS 748 Quality Science in Health Services and Academic Practice

See NURS 548/748

NURS 749 Evidence Driven Clinical and Organization Effectiveness

See NURS 549/749

NURS 780 Essentials of Affirming LGBTQ+ Health

3 Credits

This course will offer learners the opportunity to explore the unique components of providing competent and affirming care to members of the LGBTQ+ community. A series of case studies will be utilized to engage learners in scenarios with HIV +, transgender male, transgender female, non-binary, women who have sex with women (WSW), and men who have sex with men (MSM) identified patients.

Prerequisites: None.

NURS 788 Exploring Social Justice and Bias in Healthcare through Scholarly Personal Narrative

3 credits

This course is designed to look at healthcare and science from a scholarly personal narrative perspective. The scholarly personal narrative (SPN) process has gained traction within the academic sciences because it incorporates a critical evaluation of topics and yet combines a personal perspective when reflecting upon our interpretation of the topic no matter the scholarly domain the topic is derived. It is because we all bring our own lens to any given topic that this work is crucial to understanding ourselves and others. Our experiences in life mold our perspectives in both positive and negative ways. When we explore both new and old topics, we inherently bring our perspectives with us and this can shape how we view any given issue. This concept has its foundation in a post-modern perspective of the world. We see the world from our vantage point. Exploring topics from our perspectives and bias when brought forward into a safe and exploratory environment, one can learn to see how our “way of seeing things” can be informed by the manner in which other “see things.” Through dialogue and discussion, we can learn to see the manner in which others live their own experiences through their interpretation of a topic.

Prerequisite: 2nd and 3rd Year DNP Students

NURS 790 DNP Practicum

9 credits taken over multiple terms

This clinical course allows the post-master’s DNP student to synthesize and integrate program competencies in varied clinical settings. Students can seek clinical experiences that allow exploration of new skills for clinical practice, as well as experiences with teaching, policy making, or leadership. Mentored experiences in this course allow the student to demonstrate acquired knowledge in the DNP program as well as expand their experiences to meet the DNP Essentials.

Prerequisites: Relevant prerequisites will be determined by primary advisor.

NURS 796 Complexity Science Approaches in Leading Academic and Health Services Organizations

See NURS 596/796

NURS 797 Creating Sustainable Organizations

See NURS 597/797

NURS 799 Strategic Innovation and Healthcare Complexity

See NURS 599/799

ACNP 701 Advanced Adult-Gerontology Pharmacology

2 credits

This course builds on knowledge of the basic principles of pharmacology to establish a knowledge base for advanced practice nurses making independent clinical judgments in the pharmacologic management and evaluation of adults and older adults who have unstable chronic, complex acute and critical conditions. Pharmacologic assessment including risks of complex medical regimes, drug interactions, incompatibilities, adverse events and contraindications is emphasized. Applicable Federal and State laws and appropriate patient education is integrated.

Prerequisites: NURS 519 or equivalent.

ACNP 703 Management of Common Urgent Care Problems in Adult-Gerontology Acute Care

2 credits

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on conditions commonly found in urgent and primary care practice. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development and their impact on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic. Clinical discussions will include triage strategies for deciding between outpatient care and inpatient admission. Challenges associated with transitions between acute and primary care settings will be discussed.

Prerequisites: None.

Corequisite: ACNP 791.

ACNP 740L Acute Care Diagnostic and Clinical Lab I

1 credit

This is the first course in a 5-course series covering laboratory techniques that is designed to support and reinforce the didactic content taught in ACNP 741-ACNP745. The course includes an introduction to common diagnostics, such as interpretation of 12-lead electrocardiograms, chest and abdominal radiographs and basic computerized tomography interpretation.

Prerequisites: none.

ACNP 741L Acute Care Diagnostic and Clinical Lab II

This is the second course in a 5-course series covering laboratory techniques that is designed to support and reinforce the didactic content taught in ACNP 741-ACNP745. This course focuses on interventional procedures such as arterial and central line placement, chest tube insertion, suturing, advanced airway management including endotracheal intubation, and lumbar punctures. These skills are enhanced through use of cadaver exploration and procedural application. Procedural labs are conducted to prepare students for upcoming clinical rotations and further clinical simulation.

Prerequisite: ACNP 741.

ACNP 741 Management I for Adult-Gerontology Acute Care

3 credits

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with a focus in cardiovascular disorders. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Prerequisites: ACNP 701, ACNP 703.

ACNP 742L Acute Care Diagnostic and Clinical Lab III

1 credit

This is the third course in a 5-course series covering laboratory techniques that is designed to support and reinforce the didactic content taught in ACNP 741-ACNP745. This course focuses on the development of clinical skills in a laboratory setting, including the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values.

Corequisite: ACNP 742.

ACNP 742 Management II for Adult-Gerontology Acute Care

4 credits

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on cardiac and pulmonary disorders. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Prerequisite: ACNP 741.

ACNP 743L Acute Care Diagnostic and Clinical Lab IV

1 credit

This is the fourth course in a 5-course series covering laboratory techniques that is designed to support and reinforce the didactic content taught in ACNP 741-ACNP745. This course focuses on the development of clinical skills in a laboratory setting, including the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values.

Prerequisite: ACNP 744.

ACNP 743 Management III for Adult-Gerontology Acute Care

4 credits

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on renal, urologic, surgical and medical conditions. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Prerequisite: ACNP 742.

ACNP 744L Acute Care Diagnostic and Clinical Lab V

1 credit

This is the final course in a 5-course series covering laboratory techniques that is designed to support and reinforce the didactic content taught in ACNP 741-ACNP745. This course focuses on the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values.

Corequisite: ACNP 744.

ACNP 744 Management IV for Adult-Gerontology Acute Care

4 credits

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on specific neurologic, endocrine and abdominal conditions. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Prerequisite: ACNP 743.

ACNP 745 Management V for Adult-Gerontology Acute Care

4 credits

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on hematologic, and trauma conditions, as well as a focus on palliative care, pain and nutrition. Diagnostic reasoning and decision-making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic. Additional topics surrounding geriatric syndromes will be presented in this course.

Prerequisite: ACNP 744.

ACNP 791 Practicum in Adult-Gerontology Acute Care I

2 credits

In this first clinical practicum course, concepts learned in the Health Assessment course will be applied in a clinical setting. The primary focus of this course is to further develop virtual clinical assessment, diagnostic reasoning, and case presentation skills, as well as proper documentation of clinical history and physical and progress notes. Students perform comprehensive clinical assessments, including planning appropriate diagnostics, and therapeutic interventions. This course acts as the initial preparation for the four term clinical practicum series.

Prerequisites: NURS 515B, NURS 519, NURS 517, ACNP 702.

Corequisite: ACNP 741.

**ACNP 792 Practicum in Adult-Gerontology
Acute Care II**

3 credits

This second clinical practicum initiates a five term series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students will have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conference may include acute care journal club and discussions of selected practice specific topics.

Prerequisite: ACNP 791.

**ACNP 793 Practicum in Adult-Gerontology
Acute Care III**

3 credits

This third clinical practicum is the second in a five term series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conference may include acute care journal club and discussions of selected practice specific topics.

Prerequisite: ACNP 792.

**ACNP 794 Practicum in Adult-Gerontology
Acute Care IV**

4 credits

This fourth clinical practicum is the third in a five term series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conference may include acute care journal club and discussions of selected practice specific topics.

Prerequisite: ACNP 793.

**ACNP 795 Practicum in Adult-Gerontology
Acute Care V**

4 credits

This clinical practicum continues a series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conferences may include acute care journal club and discussions of selected practice specific topics.

Prerequisite: ACNP 794.

ACNP 796 Practicum in Adult-Gerontology Acute Care VI

4 credits

This final clinical practicum completes a series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conferences may include acute care journal club and discussions of selected practice specific topics.

Prerequisite: ACNP 795.

FNP 714 Health Promotion and Health Protection

3 credits

This course emphasizes assessment and management of health promotion and protection of individuals, families, and communities throughout the lifespan. Students will examine evidence based strategies and theoretical frameworks for optimal health outcomes. Students will also practice techniques for addressing these concepts in a clinical setting.

Prerequisites: NURS 515B, NURS 517, NURS 724, FNP 750.

Variable Credits: NURS 519, FNP 728, FNP 740.

FNP 730 Professional Development for the Family Nurse Practitioner

2 credits

The purpose of this course is to explore various aspects of professional development related to beginning a career as a family nurse practitioner, providing students with necessary resources.

Prerequisites: none.

FNP 740 Applied Clinical Reasoning

3 credits

This course focuses on diagnostic reasoning for family nurse practitioners in the context of assessment and management of acute primary care health problems across the lifespan. Application of the process for clinical decision-making (i.e., hypothesis formulation and hypothesis testing) is

done using common primary care health problems.

Prerequisites: NURS 517, NURS 515A, NURS 515B.

Corequisites: NURS 519, FNP 714.

FNP 741 Family Primary Care Management I

4 credits

This course is the first of a four-course series which 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.

Prerequisite: FNP 740.

Corequisite: FNP 791.

FNP 742 Family Primary Care Management II

3 credits

This is the second in a series of four sequential courses that focus on the diagnosis and management of acute and chronic health problems commonly encountered in the primary care settings. The framework for this course is an evidence-based approach of patient care across the lifespan focusing on the role of the advanced practice nurse.

Prerequisites: FNP 741, FNP 791.

Variable Credits: FNP 792, FNP 745.

FNP 743 Family Primary Care Management III

3 credits

This is the third in a four-course series which focuses on management of acute and common chronic health problems of children, adults (including the elderly), and families encountered in the 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.

Prerequisite: FNP 742.

Corequisite: FNP 792.

FNP 744 Family Primary Care Management IV

3 credits

This is the fourth in a series of four sequential courses that focus on the diagnosis and management of acute and chronic health problems commonly encountered in the primary care settings. The framework for this course is an evidence-based approach of patient care across the lifespan focusing on the role of the advanced practice nurse.

Prerequisite: FNP 743.

Corequisite: FNP 794.

FNP 781 Diagnostic and Procedures I

3 credits

FNP 781 the first of a two-quarter series introducing students to a range of diagnostic skills and procedures commonly used in a primary care setting. Utilizing a mixture of didactic and lab sessions, students will practice procedural and decision-making skills required for management of urgent and emergent patient illnesses and injuries.

Prerequisites: FNP 792, FNP 742.

Variable Credits: FNP 793, FNP 743.

FNP 782 Diagnostic and Procedures II

3 credits

FNP 782 is the second of a two-quarter series introducing students to a range of diagnostic skills and procedures commonly used in a primary care setting. Utilizing a mixture of didactic and lab sessions, students will practice procedural and decision-making skills required for management of urgent and emergent patient illnesses and injuries.

Prerequisites: FNP 794, FNP 781, FNP 744.

Corequisite: FNP 796.

FNP 791 Practicum in Family Primary Care Management I

3 credits

FNP 791 is the first of a seven-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Prerequisite: FNP 740.

Corequisite: FNP 741.

FNP 792 Practicum in Family Primary Care Management II

3 credits

FNP 792 is the second of a seven-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care

management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Prerequisites: FNP 741, FNP 791

Corequisite: FNP 742, PNP 745

FNP 793 Practicum in Family Primary Care Management III

3 credits

FNP 793 is the third of a seven-quarter series of series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Prerequisites: FNP 742, FNP 792.

Variable Credits: FNP 743, FNP 781

FNP 794 Practicum in Family Primary Care Management IV

3 credits

FNP 794 is the fourth of a seven-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Prerequisites: FNP 793, FNP 743.

Corequisite: FNP 744.

FNP 795 Practicum in Primary Care Management V

4 credits

FNP 795 is the fifth of a seven-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program

coursework and clinical experience.

Prerequisites: FNP 794, FNP 744.

Corequisite: FNP 782.

FNP 796 Practicum in Primary Care Management VI

4 credits

FNP 796 is the sixth of a seven-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Prerequisites: FNP 744, FNP 795, FNP 782.

Corequisite: FNP 730.

FNP 797 Practicum in Primary Care Management VII

5 credits

FNP 797 is the seventh of a seven-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series the student will build their competencies from beginner to entry professional level. In conjunction with the FNP 741-744 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Prerequisites: FNP 795, FNP 730.

HSOL 540 Creating Healthy Systems and Nurse Wellbeing

3 credits

This course will examine the overall health of U.S. Nurses, and their workplaces. Students will explore factors that contribute to how the health of American nurses often being worse than that of the general population and multilevel solutions to this problem. Organizational attributes that contribute to the nurse and staff wellbeing will be discussed.

HSOL 541 Navigating Complexity and Chaos

3 credits

This course will examine the change in thinking, approach, and outcomes when comparing a linear view of improvement with a complexity science approach. Ecological and atomistic fallacies and their impact on multilevel system analysis and planning will be discussed. Discussions will guide an understanding of dynamic systems, fractals, and the interrelation of complexity and chaos to understand systems.

HSOL 542 Health Care Operations: The Intersection of quality, regulations, law, and ethics

3 credits

This course will discuss the micro and macro challenges managers face when operationalizing policy and practice in any setting. A focus on how leaders can bring all the pieces of operations together successfully while navigating human resources, culture, operations, law and regulations while influencing organizational design and strategy influence quality, safety and costs of care and the patient experience.

HSOL 543 Health Policy and Economics

3 credits

This course will provide an overview of healthcare policy at the state and national level, and provide a foundation for evaluating its impact on health outcomes. Social determinants of health and its impact on access to healthcare services, variations in the quality of those services will be discussed.

HSOL 544 Project Management: Leading Projects to Successful Outcomes

3 credits

This course will discuss various process improvement and change management tools utilized by healthcare organizations to improve care. Students will enhance their intrapreneurship skills through the balanced use of design thinking, motivational techniques, risk taking, knowledge sharing, and empowerment.

HSOL 545 Leading Interprofessional Patient Centered Teams

3 credits

This course introduces the student to the competencies for interprofessional collaboration and discuss the history of interprofessional education and collaboration as well as barriers. The nature and potential sources of growing interprofessional conflict occurring within the context of care will be explored. Students will learn how to successfully build and manage interprofessional teams.

HSOL 546 Organizational Communication

3 credits

In this course, students will learn an advanced understanding of how communication and workplace relationships influence organizational culture, team productivity and managerial effectiveness. A focus will be on professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

NAP 730 Scientific Underpinnings for Nurse Anesthesia Practice

2 credits

This course is designed as an appraisal of selected scientific topics that are foundational to the specialty of nurse anesthesia. An emphasis is placed on concepts of inorganic and organic chemistry, biochemistry, and physics related to the delivery of anesthesia in the clinical setting.

Prerequisites: none.

NAP 731 Anesthesia Pharmacology I

4 credits

This is the first course in a 2 course series designed to provide the nurse anesthesia student with a thorough understanding of the basic science of pharmacology. The primary focus will be on topics that are essential to current anesthesia practice. These include pharmacodynamics, pharmacokinetics, pharmacotherapeutics and toxicology, and pharmacogenetics.

Prerequisites: Admission to the Nurse Anesthesia Program.

NAP 732 Anesthesia Pharmacology II

2 credits

This is the second course in a 2 course series designed to provide the nurse anesthesia student with a thorough understanding of the basic science of pharmacology. The primary focus will be on topics that re essential to current anesthesia practice. These include pharmacodynamics, pharmacokinetics, pharmacotherapeutics and toxicology, and pharmacogenetics.

Prerequisite: NAP 731.

NAP 733 Fundamentals of Anesthesia Practice I

4 credits

This is the first of two courses that introduces the student to core concepts of anesthesia practice. The focus is on the principles of airway management, the use of specialized equipment, and the application of anesthesia pharmacology. Students will have an opportunity to practice an array of anesthesia skills and begin to develop critical thinking in a high fidelity setting.

Prerequisites: NAP 730, NAP 731.

Corequisite: NAP 732.

NAP 734 Fundamentals of Anesthesia Practice II

4 credits

This is the second of two courses that expands upon core concepts of anesthesia practice. The focus is on the principles of preoperative patient evaluation, intraoperative management, advanced anesthesia techniques and the application of anesthesia pharmacology to clinical scenarios. Students will have an opportunity to practice an array of anesthesia skills and develop clinical reasoning in a highfidelity setting.

Prerequisites: NAP 732 and 733.

NAP 735 Anesthesia for Surgical Procedures

4 credits

The focus of this course is the application of core anesthesia concepts to diverse patient populations undergoing surgeries and medically related procedures. This course emphasizes the assessment, planning and anesthetic management for commonly performed procedures. Relevant literature will be reviewed to apply best practices to clinical scenarios encountered by the nurse anesthetist.

Prerequisite: NAP 734.

NAP 736 Anesthesia for Advanced Procedures

This course integrates knowledge of core anesthesia concepts with physiology and pathophysiology to the management of patients undergoing complex surgical procedures. The course will focus on the anesthesia implications of patients undergoing cardiothoracic, vascular, neurosurgical, organ transplant, and major abdominal procedures. Relevant literature will be reviewed to apply best practices to the management of these advanced procedures.

Prerequisite: NAP 735.

Corequisite: NAP 790A.

NAP 737 Anesthesia for Specialty Practice

2 credits

This course applies core principles of anesthesia to the specialized techniques and management of pediatric, obstetric and trauma populations. Relevant anatomy, physiology, pathophysiology, co-morbid conditions, and procedures common to these specialty populations are examined. In addition, pertinent literature will be utilized to highlight current trends in the anesthesia management of these specialty cases.

Prerequisite: NAP 736.

Corequisite: NAP 790A.

NAP 738 Anesthesia and Co-Existing Disease

2 credits

This course will expand on concepts of pathophysiology and the related anesthesia implications. A case based approach allows the students to integrate knowledge of anesthesia principles, anesthesia pharmacology, and co-morbid conditions for the perioperative management of patients with selected disorders. Students will formulate and evaluate evidenced-based approaches to anesthesia management for patients with various pathophysiologic conditions.

Prerequisite: NAP 737.

NAP 739 Regional Anesthesia Techniques

2 credits

This course introduces the student to the techniques of peripheral nerve blocks for surgical anesthesia and post-operative pain management. This course expands on knowledge of human anatomy and pharmacology to provide a multimodal approach to acute and chronic pain management. Students will develop hands-on skills for performing a variety of regional anesthetic blocks. The content includes ultrasound and nerve stimulator techniques utilized in the administration of peripheral nerve blocks.

Prerequisite: NAP 738.

Corequisite: NAP 790A.

NAP 740 Nurse Anesthesia Seminar

5 credits

This seminar series expands the students' understanding of nurse anesthesia practice and the nurse anesthesia profession. The series will emphasize assessment of comprehensive theoretical knowledge, clinical correlation, and the professional role of the nurse anesthetist.

Prerequisite: NAP 739.

Corequisite: NAP 790B.

Variable Credits: 2 credits Summer; 1 credit Fall, Winter, Spring; 5 credits total.

NAP 780 Applied Pathophysiology for Nurse Anesthesia

3 credits

This course provides an in-depth review of the pathophysiology and perioperative management of patients with selected complex, major organ system disease.

Prerequisite: NURS 515A, NURS 515B, NURS 517

NAP 790A Clinical Practicum in Nurse Anesthesia

12 credits

Throughout this clinical practicum series, the student will integrate fundamental nurse anesthesia knowledge and skills into clinical practice. The student, with instruction, will relate these basic concepts to the provision of safe, patient-centered care along the entire perianesthesia continuum.

Prerequisite: NAP 735.

Corequisites: NAP 736, 737, 738, 739.

Variable Credits: 3 credits per quarter; 12 credits total.

NAP 790B Advanced Clinical Practicum in Nurse Anesthesia

30 credits

Throughout this clinical practicum series, the student will integrate fundamental nurse anesthesia knowledge and skills into clinical practice. The student, with guidance, will apply these basic concepts in the provision of patient care along the entire perianesthesia continuum.

Prerequisite: NAP 790A.

Corequisite: NAP 740.

Variable Credits: 6 credits in Summer; 8 Credits Fall, Winter, Spring; 30 credits total.

NMID 730 Fundamentals of Teaching Nurse-Midwifery Students

3 credits

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

Prerequisite: None.

NMID 731 Fundamentals of Obstetric and Gynecologic Ultrasound

2 credits

This course is designed for the student or medical professional who has limited or no formal training in obstetric and gynecologic ultrasound. This course examines normal and sonographic anatomy as well as common abnormalities.

Prerequisite: none.

NMID 740 Perinatal Physiology

3 credits

The purpose of this course is to facilitate an understanding of the physiological mechanisms relevant to the maternal experience, fetal life, and the neonatal period. This course will focus primarily on the physiology of normal maternal/fetal/newborn issues and cover some common complications and pathology.

Prerequisite: none.

NMID 741 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. Psychosocial and cultural aspects of 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 individuals, midwifery history, and the midwifery and ethical models of care.

Prerequisites: Admission to the nurse-midwifery program or permission of instructor.

NMID 742 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. Diagnostic reasoning is used to differentiate common problems. 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 individuals.

Prerequisites: NURS 515 A&B, NURS 517, NURS 519.

Corequisite: NMID 790P.

NMID 743 Perinatal Pharmacology

2 credits

The purpose of this course is to synthesize pharmacologic principles and knowledge of drugs commonly encountered and prescribed by nurse-midwives. The management of drugs during pregnancy, labor, postnatal and neonatal period are addressed.

Prerequisite: NURS 519.

NMID 750 Reproductive Health Care Management

3 credits

This course focuses upon the application of research, theory, and knowledge relevant to the common health needs and psychosocial experiences of individuals 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.

Prerequisites: None.

NMID 751 Antepartum and Postpartum Management I

3 credits

This course focuses on the critical analysis and application of current theory, knowledge, and research relevant to the primary management of childbearing individuals 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 populations at greatest risk for adverse outcomes and of specific health care needs and beliefs of culturally diverse populations are addressed. Risk assessment, education, health promotion, and ethical considerations of the childbearing family are also emphasized.

Prerequisites: NURS 517, NMID 750, NMID 741.

NMID 752 Antepartum & Postpartum Management II

2 credits

This second management course focuses on pregnancy pathophysiology and the critical analysis and application of current theory, knowledge, and research relevant to the primary management of childbearing individuals and their families during the antepartum and postpartum periods. Identification of populations at greatest risk for adverse outcomes and of specific health care needs and beliefs of culturally diverse populations are addressed. Risk assessment, education, health promotion, and ethical considerations of the childbearing family experiencing complications are explored.

Prerequisite: NMID 781A.

NMID 753 Nurse-Midwifery Management in 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 the pregnant individual's care in the intrapartum period. The current nurse-midwifery and obstetric management models and the analysis of factors which influence these models are systematically evaluated.

Prerequisites: NMID 751, NURS 515A/B, NURS 517, NMID 791

Corequisite: NMID 792.

NMID 754 Advanced Reproductive Health Care Management

3 credits

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

Prerequisite: NMID 750.

NMID 755 Management of the Newborn

2 credits

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

Prerequisites: None.

NMID 790G Practicum in Advanced Women's Health Care

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: NMID 754, NMID 750, NMID 791.

NMID 790P Primary Care Practicum for Nurse-Midwives

2 credits

This course focuses upon clinical application of content from NMID 742: 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 nurse-midwifery students.

Prerequisites: NURS 515A, 515B, 517.

Corequisite: NMID 742.

NMID 791 Practicum in Antepartum and Postpartum Management

2 credits

This course focuses on clinical application of content from NMID 751: Antepartum and Postpartum Management. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Corequisite: NMID 751.

NMID 792 Practicum in Nurse-Midwifery Management of the Intrapartum Period

2 credits

This course focuses on clinical application of content from NMID 753: Nurse-Midwifery Management of the Intrapartum Period. Students will continue to have clinical experiences in antepartum management while adding clinical experience in inpatient assessment, intrapartum and postpartum management. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisites: NMID 751, NMID 791.

NMID 793 Practicum in Nurse-Midwifery Management I

3 credits

This course focuses on clinical application of content from previous nurse-midwifery management courses . Emphasis is on essential content basic to the provision of skilled nurse midwifery care as well as advancing skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisites: NMID 751, NMID 753, NMID 791, NMID 792.

NMID 794 Practicum in Nurse-Midwifery Management II

2 credits

This course focuses on clinical application of content from previous nurse-midwifery management courses . Emphasis is on essential content basic to the provision of skilled nurse midwifery care as well as advancing skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisite: NMID 793.

NMID 795 Practicum in Nurse-Midwifery Management III

2 credits

This course focuses on clinical application of content from previous nurse-midwifery management courses . Emphasis is on essential content basic to the provision of skilled nurse midwifery care as well as advancing skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisite: NMID 794

NMID 796 Practicum in Nurse-Midwifery Management IV

2 credits

This course focuses on clinical application synthesis of content from previous nurse-midwifery management courses . Emphasis is on essential content basic to the provision of skilled nurse midwifery care as well as advancing skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisite: NMID 795.

NMID 797 Practicum in Nurse-Midwifery Management V

2 credits

This course focuses on clinical application synthesis of content from previous nurse-midwifery management courses . Emphasis is on essential content basic to the provision of skilled nurse midwifery care as well as advancing skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisite: NMID 796.

NMID 798 Practicum in Nurse-Midwifery Management VI

3 credits

This course focuses on clinical application synthesis of content from previous nurse-midwifery management courses . Emphasis is on essential content basic to the provision of skilled nurse midwifery care as well as advancing skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty or community preceptors. Seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

Prerequisite: NMID 797.

NMID 799 Advanced Practicum in Nurse-Midwifery Management

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.

PMH 750 Foundations for PMHNP Practice

2 credits

This purpose of this course is to build a foundation for practice as a psychiatric mental health nurse practitioner. The role of the PMHNP is discussed with attention to development of the role, ethics and legal considerations. Health promotion is emphasized as a critical aspect of care delivery in mental health practice. Students will analyze the social and contextual factors that have influenced mental health systems of care, psychiatric-mental health nursing and inform current practice.

Prerequisites: Admission to the PMHNP program or permission of instructor.

PMH 752 Psychiatric Interviewing

3 credits

The purpose of this course is for students to build a foundational knowledge of psychiatric interviewing. Students will utilize strategies to conduct comprehensive psychiatric evaluation and develop therapeutic relationships central to the work of the PMHNP. Simulation lab will be used to demonstrate and practice skills.

Prerequisites: PMH 781A.

PMH 755 Professional Practice for PMHNP

4 credits (offered 1 credit/term)

This purpose of this course is to engage in interprofessional learning about community mental health systems and policy including legal and ethical issues impacting care. Students participate in campus and community activities related to mental health promotion, advocacy, emerging treatment and models of care. Students appraise and integrate learning using self-reflection. Professional communication skills are developed through presentations and/or other scholarly activities.

Prerequisites: Enrollment in PMH 755 will be contingent upon successful completion/passing of program benchmarks 2, 3, and 4.

PMH 760 Mental Health and Illness Foundations

1 credit

This purpose of this course is to build a foundation for practice as a psychiatric-mental health nurse practitioner. The role of the PMHNP is discussed with attention to development of the role, ethics and legal considerations. Health promotion is emphasized as a critical aspect of care delivery in mental health practice. Students will analyze the social and contextual factors that have influenced mental health systems of care, psychiatric-mental health nursing and inform current practice.

Prerequisites: None.

PMH 761 PMHNP Practice Foundations

2 credits

This purpose of this course is to build a foundation for practice as a psychiatric-mental health nurse practitioner. The role of the PMHNP is discussed with attention to development of the role, ethics and legal considerations. Health promotion is emphasized as a critical aspect of care delivery in mental health practice. Students will analyze the social and contextual factors that have influenced mental health systems of care, psychiatric-mental health nursing and inform current practice.

Prerequisites: None.

PMH 762 Therapy Foundations

1 credit

The purpose of this course is to build a foundation for psychotherapeutic practice as a psychiatric mental health nurse practitioner. Students will analyze, compare and contrast models of human development, personality development, attachment, and family systems. The course examines the tenets of holistic, collaborative, and trauma informed care as students develop a foundational knowledge of therapeutic modalities, group therapy, and basic therapeutic communication skills.

Prerequisites: None.

PMH 770 Rural Mental Health for PMHNP

1 credit

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 first line, and leadership opportunities will be analyzed with an emphasis on professional interdisciplinary collaboration and working in integrated health care systems.

Prerequisites: Enrollment in the PMHNP program.

PMH 771 Assessment and Diagnosis Across the Lifespan for PMHNP

6 credits

This purpose of this course is to utilize knowledge of psychopathology, neuroscience, and diagnostic classification to assess, diagnose, evaluate, and document mental health problems and psychiatric disorders across the lifespan for clinical decision making. Diagnostic reasoning is introduced, with attention to social, cultural and systems perspectives. Students learn to select and interpret appropriate standardized measurement tools as part of the assessment process. Communication, education, and collaboration with the client's formal and informal support systems, parents/guardians, family, school, support systems, and the interdisciplinary teams are emphasized.

Prerequisites: Admission to the PMHNP Program.

PMH 773 Psychotherapy and Therapeutic Interventions

5 credits

This purpose of this course is for student to implement cognitive behavioral, interpersonal and supportive therapy for diverse populations across the lifespan. Students establish therapy goals, develop treatment plans, and monitor progress for individuals, groups and families with respect to diagnosis, personality, presentation and unique environmental factors. Students incorporate therapeutic interventions that support mental health for children, adolescents, adults and families in comprehensive treatment plans. Students will assess group and family processes toward the development of interventions for groups and families.

Prerequisites: PMH 771, PMH 772.

PMH 774 Psychopharmacology Across the Lifespan for PMHNP

6 credits

The purpose of this course is to provide a foundation in the principles and practices of prescribing psychotropic medications across the lifespan. Students will apply knowledge of neuroanatomical, neurophysiological, pharmacodynamic and pharmacokinetic principles to develop individualized psychopharmacologic treatment plans across the lifespan. Issues including informed consent, disordered substance use and other risks impacting a diverse patient populations will be explored.

Prerequisites: PMH 781A/B.

PMH 775 PMHNP Professional Development and Engagement

6 credits

The purpose of this course is to integrate multiple therapeutic modalities for the provision of mental health care to diverse populations. Students focus on complex care delivery with individuals across the continuum of care. Students design interventions for complex patient presentations including medical and psychiatric co-morbidities and substance use.

Prerequisites: Enrollment in PMH 775 will be contingent upon successful completion/passing of Case Report Benchmarks and Formative Evaluation.
Variable Credits: 2 credits per term for 3 terms.

PMH 777 Seminar in Teaching, Mentoring and Scholarship

1 credit

This is a seminar course with student designed/faculty guided and approved activities to meet selected goal of: (select one)

1. Teaching: Student will participate in didactic instruction related to pedagogy followed by participation alongside faculty in lab or clinical simulation of first year students.
2. Mentoring: Student will participate in didactic instruction related to mentoring followed by formalized mentoring of first or second year students (e.g. mentor proposal development for DNP project related to mentor's completed project)
3. Scholarship: Student will develop a scholarship goal for the term with a specific deliverable for evaluation (e.g. publishable manuscript, improvement project)

PMH 783 Adult Psychotherapy

3 credits

This purpose of this course is for the student to implement selected therapies for the adult and older adult populations. Students establish therapy goals, develop and document comprehensive treatment plans. Students incorporate therapeutic interventions that support mental health in treatment planning and monitor progress with respect to diagnosis, personality, presentation and unique environmental factors.

Prerequisites: PMH 781A/B

PMH 785 Child and Family Therapies

3 credits

This purpose of this course is for the student to implement selected therapies for adolescents, children, and families. Students establish therapy goals, develop and document comprehensive treatment plans. Students incorporate therapeutic interventions that support mental health in treatment planning and monitor progress with respect to diagnosis, personality, family system, presentation and unique environmental factors.

Prerequisites: PMH 781A/B

PMH 790K Practicum for PMHNP: Adult

21 credits

This course is the adult clinical practicum and supervision seminar for PMHNP students. Its purpose is to prepare the student to enact the role of the PMHNP in varied clinical settings with a diverse patient population. Students will synthesize knowledge and demonstrate skills acquired throughout their clinical practicum and program of study in the areas of patient centered care, knowledge and skills, teamwork, information literacy, communication, ethics, and professionalism. Case presentations will form the basis of supervision. Students will also discuss general issues that arise in their concurrent clinical placements.

Prerequisites: Admission to the PMHNP program, RN licensure, PMHNP Benchmark #1 pass
Variable Credits: Adults 1-6 credits per term (4-21 across program).

**PMH 790KC Practicum for PMHNP:
Child/Adolescent**

21 credits

This course is the child and adolescent clinical practicum and supervision seminar for PMHNP students. Its purpose is to prepare the student to enact the role of the PMHNP in varied clinical settings with a diverse patient population. Students will synthesize knowledge and demonstrate skills acquired throughout their clinical practicum and program of study in the areas of patient centered care, knowledge and skills, teamwork, information literacy, communication, ethics, and professionalism. Case presentations will form the basis of supervision. Students will also discuss general issues that arise in their concurrent clinical placements.

Prerequisites: Admission to the PMHNP program, RN licensure, PMHNP Benchmark #1 pass.

Variable Credits: 1-5 credits per term (4-21 across program).

PNP 740 The Science of Child Development

3 credits

This course introduces students to philosophical models, evolving science, and controversies that inform our understanding of and approach to children, spanning the pediatric spectrum from birth to young adulthood.

Prerequisites: Enrollment in OHSU PNP Program or permission of faculty.

PNP 741 Pediatric Assessment & Diagnostics I

3 credits

This course introduces students to the unique aspects of pediatric health assessment, physical diagnosis, and technological skills needed used in primary care pediatrics. Students are required to complete either PEARS or PALS certification by the end of the course.

Prerequisites: NURS 517 or equivalent.

**PNP 742 Evaluation and Management:
Pediatric Primary Care**

4 credits

This course introduces students to current evidence and emerging science underlying contemporary approaches to primary care for infants, children, and adolescents. Emphasis is placed on health promotion/protection, disease prevention, screening, and early intervention.

Prerequisites: NURS 515A/B, NURS 517, and NURS 519.

**PNP 743 Evaluation and Management:
Common Pediatric Conditions**

4 credits

This course introduces students to current evidence and emerging science underlying contemporary approaches to the assessment and management of common pediatric health conditions, injuries, and diseases. Emphasis is placed on episodic care and identification of the need for referrals/consultations.

Prerequisites: PNP 742 or permission of faculty.

PNP 744 Adolescent Health

3 credits

This course engages students in the critical analysis and application of current and emerging evidence relevant to the primary care management of the adolescent. Focus is primarily on the promotion of healthy behaviors and risk reduction, management of common health-related conditions, and transition to adult care.

Prerequisites: Graduate standing.

PNP 745 Pediatric Pharmacology

2 credits

This course introduces students to the therapeutic principles that inform safe drug therapy in pediatrics across the health care continuum. Emphasis is placed on the unique aspects of pediatric pharmacology, including developmental pharmacology, the interaction and impact of development on pharmacokinetics and -dynamics, and emerging discoveries in pharmaco-genetics/genomics.

Prerequisites: NURS 519 or equivalent.

**PNP 746 Evaluation and Management:
Chronic/Specialty Care**

3 credits

This course introduces advanced practice nursing students to current evidence and emerging science that support contemporary approaches to the assessment and management of common chronic pediatric health conditions and diseases, across the pediatric lifespan and across clinical practice settings.

Prerequisites: PNP 742 or permission of faculty.

PNP 747 Pediatric Psychopharmacology and Interventions

2 credits

This course provides essential knowledge on the assessment, management, and surveillance of common mental health disorders in pediatric settings for the advanced primary or acute care clinician. Students will analyze clinical assessment data and practice guidelines to guide treatment decisions. Pharmacologic and brief psychotherapeutic interventions will be addressed in the context of working within collaborative, inter-/intra-professional, patient centered, health care teams.

Prerequisites: Permission of instructor.

PNP 748 Evaluation and Management: Pediatric Acute/Complex Care

4 credits

This course introduces students to current evidence and emerging science underlying contemporary approaches to the assessment and management of the acutely ill, physiologically unstable, and/or technologically dependent pediatric patient. Emphasis is placed on urgent, critical, and restorative care.

Prerequisites: PNP 742, PNP 743.

PNP 749 Pediatric Assessment & Diagnostics II

3 credits

This course introduces students to advanced pediatric health assessment, pediatric physical diagnosis, and technological skills used in acute/emergency/critical care pediatrics.

Prerequisites: PNP 741, PNP 748 & PALS certification.

PNP 760 Pediatric Clinical Simulated Experiences I

1 credit

This course builds on previous pediatrics clinical and didactic coursework and provides opportunities to enhance, integrate and apply knowledge and skills in the roles of the Pediatric Nurse Practitioner. A series of simulated clinical experiences are individualized to provide students with opportunities to build practical and theoretical depth with children and their caregivers across the health care continuum from wellness through acute and/or critical care. Students are expected to integrate knowledge of disease, advanced physiology and assessment, medical, nursing, and symptom management, in order to provide care across the population age span. Students will apply Pediatric Nurse Practitioner roles in the care of patients and families.

Prerequisites: Permission of instructor.

PNP 761 Pediatric Clinical Simulated Experiences II

1 credit

This second clinical simulation course builds on previous pediatrics clinical and didactic coursework and provides opportunities to enhance, integrate and apply knowledge and skills in the roles of the Pediatric Nurse Practitioner. A series of simulated clinical experiences are individualized to provide students with opportunities to build practical and theoretical depth with children and their caregivers across the health care continuum from wellness through acute and/or critical care. Students are expected to integrate knowledge of disease, advanced physiology and assessment, medical, nursing, and symptom management, in order to provide care across the population age span. Students will apply Pediatric Nurse Practitioner roles in the care of patients and families.

Prerequisites: Permission of instructor.

PNP 790 PNP Clinical Practicum- Primary Care I
3 credits

This first, beginning-level clinical course provides advanced practice nursing students the opportunity to apply concepts from Pediatric Primary Care I didactic coursework: 1) directly in pediatric primary care clinical practice settings, and 2) indirectly through guided case studies. Emphasis is on developing advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Note: This is the first in a series of pediatric primary care clinical rotations. The focus of the clinical rotation is on well-child care.

Prerequisites: PNP 742, or permission of faculty.

PNP 791 PNP Clinical Practicum – Primary Care II
3 credits

This second, beginning-level clinical course provides advanced practice nursing students with the opportunity to apply concepts from Pediatric Primary Care II didactic coursework: 1) directly, in pediatric primary care clinical practice settings, and 2) indirectly, through guided case studies. Emphasis is placed on refining advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Note: This is the second in a series of pediatric primary care clinical rotations. The focus of the clinical rotation is on minor acute illness, common pediatric health conditions, injuries, and diseases.

Prerequisites: PNP 790 or permission of faculty.

**PNP 792 PNP Clinical Practicum:
Chronic/Specialty Care**

3 credits

This clinical course provides advanced practice nursing students with an opportunity to apply concepts from Pediatric Chronic/Specialty Care didactic coursework: 1) directly in pediatric chronic/specialty care clinical practice settings, and 2) indirectly through guided case studies. Emphasis is placed on advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Prerequisite: PNP 746.

PNP 793 PNP Clinical Practicum – Acute Care I
3 credits

This first, beginning-level clinical course provides advanced practice nursing students with an opportunity to apply concepts from Pediatric Acute/Complex Care didactic coursework: 1) directly, in pediatric acute/complex care clinical practice settings, and 2) indirectly, through guided case studies. Emphasis is placed on acute care, advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Note: This is the first in a series of pediatric acute/complex care clinical rotations.

Prerequisite: PNP 790.

PNP 794 PNP Clinical Practicum – Acute Care II
3 credits

This clinical course provides advanced practice nursing students with continued opportunities to apply concepts from Pediatric Acute/Complex Care didactic coursework: 1) directly in pediatric acute/complex care clinical practice settings, and 2) indirectly through guided case studies. Emphasis is placed on complex care, advanced pediatric health assessment, patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Prerequisites: PNP 793 or permission of faculty.

PNP 795 PNP Clinical Practicum – Immersion I
4 credits

This advanced-level clinical course immerses advanced practice nursing students in a variety of pediatric primary and/or acute care clinical settings. Emphasis is placed on synthesis of didactic content, continued assimilation of the novice role of the primary and acute care pediatric nurse practitioner, and collaboration with other health care professionals/agencies while providing high quality pediatric primary care. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Prerequisite: PNP 791.

PNP 796 PNP Clinical Practicum – Immersion II

5 credits

This advanced-level clinical course immerses advanced practice nursing students in a variety of pediatric primary and/or acute care clinical settings. Emphasis is placed on synthesis of didactic content, continued assimilation of the novice role of the primary and acute care pediatric nurse practitioner, and collaboration with other health care professionals/agencies while providing high quality pediatric primary care. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Prerequisite: PNP 795.



Student and Academic Affairs

The Office of Student Affairs and Diversity is here to support students on their educational journey from beginning to end and everything in between. The Office is responsible for recruitment, admissions, scholarships (financial support), helping students meet admission and clinical practice requirements, academic learning support, student activities, student governance and leadership, career services, diversity engagement and enrichment, visiting scholars and international programs, as well as new student orientation, and graduation. The student affairs staff members serve as a resource for students across all campuses with needs related to tutoring, learning and disability accommodations, peer-to-peer interactions and faculty and student communications. Students are encouraged to contact the student affairs office with questions or concerns at 503 494-5440 or sn-affrs@ohsu.edu.

All policies and procedures referenced in this section are available online at www.ohsu.edu/about/policies and www.ohsu.edu/school-of-nursing/policies.

Academic Advising and Records

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

All undergraduate students are assigned faculty advisors at the time of matriculation and are encouraged to contact their advisors at least quarterly during their program of study.

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 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 program staff person to conduct a record review. Students may request copies of materials from their student file.

Baccalaureate completion for RN students are advised by one of three regional advisors depending on the students' geographical location. Students typically use email and telephone when

communicating with their advisors. The program director is also available for academic advising.

Official academic records are maintained and stored by the OHSU Registrar. All students are encouraged to seek assistance from their advisors regarding any academic or professional concerns. Either the student or the advisor may request a change in the advisor assignment by notifying the appropriate program director or associate dean on each campus. Questions about advising assignments or issues with advising can be sent to the Senior Associate Dean of Student Affairs & Diversity.

Academic Calendar

Please refer to the OHSU Registrar's Office or www.ohsu.edu/education/academic-calendar

Academic Petition

Students requesting a course waiver or credit transfer must complete the School of Nursing Academic Petition. This form can be located on the Student Affairs web page under student forms at www.ohsu.edu/school-of-nursing/student-forms, and on the SoN policy page www.ohsu.edu/school-of-nursing/policies.

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

Catalog Rights

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

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

Clinical Experience in Place of Employment

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

In the event a potential conflict of interest is identified, either before or during the clinical experience, it is the responsibility of the student, clinical teaching associate, or preceptor to inform the clinical coordinator or faculty of record in a timely manner. Once the OHSU School of Nursing has been notified of the potential conflict of interest, the clinical coordinator or faculty will discuss the options with appropriate parties and develop a plan for resolution. For additional information please see SoN policy, 20-05.10, Conflict of Interest and Student Clinical Experiences.

Code of Conduct

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

Course Delivery and Size Parameters

Please refer to the SoN policy, 20-05.02 located on the SoN policy page.

Course and Teaching Effectiveness Evaluations

Courses offered for academic credit must be evaluated by students each term. Students will be electronically notified of the availability of course and teaching effectiveness evaluations. Evaluations are typically open seven days before the official end of the academic term and close 10 days after the end of the academic term. Please see OHSU Policy, 02-050-035, Student Evaluation of Teaching. See the OHSU policy for exceptions and additional information.

Only faculty with a minimum of five contact hours assigned to a course will be listed as faculty of record for a course. Guest speakers or lecturers, faculty who cover an occasional course session, or faculty with fewer than five hours of student contact in a single course are not considered faculty of record. The primary faculty of record for the course may use a guest lecturer assessment as appropriate for visiting faculty.

At the end of each academic term, appropriate administrators will receive aggregate teaching effectiveness results to be reviewed with individual faculty as necessary. Additionally, appropriate administrators and faculty governance councils will review the aggregate course evaluation report(s) and councils will request faculty to provide a written response using the Course Evaluation Response form if the mean course evaluation subscale is 4.0 or lower (1 = Strongly Disagree to 6 = Strongly Agree); and student response rate is at least 60 percent.

Credit Hour Ratio

See OHSU Policy, 02-50-015, Assignment of Course Credit which is to ensure that the amount and level of credit awarded for each undergraduate, graduate and professional course is compatible with sound academic practice in each discipline, meets university expectations for rigor, meets or exceeds the minimum definition of a credit hour required under 34 CFR 600.2, and meets or exceeds the curriculum scope and sequence of similar programs offered by OHSU's peer institutions. Schools may have additional requirements that exceed the OHSU requirements.

Clinical course ratios vary by degree level:

- Undergraduate clinical: 3-1 ratio (three hours in clinical for one clinical credit)
- Graduate clinical: 4-1 ratio (four hours in clinical for one clinical credit)

Examinations

All graded examinations must be either proctored or fully open resource. Please see, OHSU Policy and Procedure 02-70-005, Exam Proctoring.

Definitions

Proctored Exam. An exam that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process, OHSU policy 02-70-050. In the SoN, students should assume that resources are not to be used during proctored exams, unless specifically stated by the faculty member before the exam is given.

Non-Proctored Assessments. Not all assessments of student work require proctors. Graded assignments, take home exams, open book exams, or term papers may be completed by students without a proctor, OHSU policy, 02-70-050. Non-Proctored exams in the SoN are open resource. Open resource includes, all class materials, textbooks, online materials and collaboration with other students, e.g., verbal, email, text, however students are responsible for their own academic work. In the SoN, students will be advised when an assessment or exam is non-proctored.

Grading Standards

Graded Marking System

OHSU employs a letter grading system, applicable to all OHSU courses, as outlined in OHSU Policy, 02-70-020, University Grading. All courses and course grades, except those courses dropped during the first week of the academic term, are recorded on the student's permanent academic transcript. Grade Point Averages (GPA) are computed at the end of each academic term using the GPA Quality Points.

For purposes of computing a grade point average (GPA), all course grades from SoN are assigned a numerical point value. In the graduate programs a grade of less than a C (2.0) is failing or not a passing grade and in the undergraduate programs a grade of less than 1.7 is failing or not a passing grade. The School implements the use of + and – as follows:

Letter Grades	GPA Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0.0

Non-Graded Marking System

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

See OHSU Policy, 02-70-020, University Grading System for additional information, www.ohsu.edu/education/academic-policy

Latin Honors

To recognize academic excellence in the undergraduate nursing program, Latin honors may be awarded to undergraduate nursing students at the time of graduation. This honor is based on the cumulative GPA for all nursing courses. Latin honors are determined according to the following standard: summa cum laude: 4.0; magna cum laude 3.90-3.99; and cum laude 3.80-3.89. See OHSU policy, 02-70-040, Degrees Awarded with Honors.

Illness Among OHSU Healthcare Workforce Members

What illnesses should exclude me from clinical/classroom settings?

The Work Restriction Table section of the Illness Among OHSU Healthcare Workforce Members policy #HC-HR-100-RR found at ohsu.ellucid.com/documents/view/95, is a useful guide on illnesses precluding clinical or classroom activities. Below are a few common examples:

- If you have a **fever**, you are restricted from activities until 24 hours after resolution of fever without the use of antipyretic medications.
- If you have **diarrhea**, you are restricted from patient contact and contact with the patient's environment until symptoms resolve.

- If you have **respiratory symptoms (e.g., cough, sneezing, rhinorrhea, sore throat) WITHOUT FEVER**, you should ideally limit direct patient contact and use precautions for immune competent patients (masking, emphasis on hand hygiene and respiratory etiquette). You must restrict yourself from patient contact and patient's environment for high-risk patients (stem cell or bone marrow transplant, solid organ transplant, oncology units).
- If you have **influenza**, you are excluded from activities for 7 days or until resolution of fever without antipyretics, whichever is longer.
- For **herpes zoster ("shingles")**, restriction depends on your immune status and that of the patient population. If you are healthy and have localized/dermatomal zoster, cover the lesions and avoid contact with high risk patients (bone marrow and solid organ transplant, oncology units) until all lesions dry and crust. If you are immune suppressed and/or have non-dermatomal (disseminated) zoster, you are restricted from activities until all lesions dry and crust.

Does this policy apply to me? What if I'm just in class and not working with patients?

This policy applies to all OHSU students (registered and visiting) regardless of whether you are in a clinical setting or not. So even if you are "just in class," you are expected to follow this policy. Note that the policy does have more strict restrictions for patient care settings.

Why is it important that I don't come to work/class sick?

The SoN firmly believes that the wellness of our community members translates into the wellness of those we seek to serve. Your wellness is important to us. The wellness of our those we serve is also important. To support our shared commitment to community wellness, please stay home when you are sick to prevent person-to-person spread.

Where should I go if I am sick and need care?

Students should contact the student health center on their campus or their primary care provider.

Students on the Portland Campus should contact the Joseph B. Trainer Health & Wellness Center (JBT) for an appointment at 503-494-8665. JBT is open 8 a.m. to 5 p.m. Monday- Friday and Tuesdays until 7 p.m. and typically has same-day appointments available.

JBT providers can also help you determine when it is appropriate to return to school. For care outside of JBT hours, you can call the JBT nurse advice line by calling the hospital operator at 503-494-8311.

If I am ill and unable to attend a scheduled clinical experience, what are the procedures and expectations for notification?

This is detailed in the course syllabus, “Attendance Requirements”. Please notify your clinical faculty as soon as possible by phone or e-mail.

What should I do if I am ill on the day of an examination?

If you cannot be present for non-clinical class due to illness, please reference your syllabus and contact the course coordinator immediately and prior to the exam. The course coordinator will work with you to reschedule your exam date.

How do I go about making up missed time during clinical experiences?

Students should work with the clinical instructor and the course coordinator to ensure that they are able to accomplish the goals and objectives of the clinical rotation. This may include make-up time or alternate activities. Depending on how much clinical time is missed, absences may result in an incomplete for the course or a recommendation for withdrawal.

This policy applies to all OHSU students (registered and visiting) regardless of whether in a clinical setting or not. So even if “just in class,” students are expected to follow this policy. Note that the policy does have more strict restrictions for patient care settings.

Incident Reporting

For your safety and protection, students must immediately report all injuries, blood and body fluid exposures, needle sticks, medical or clinical errors or other incidents to their clinical faculty and take appropriate follow-up action. All incidents must be reported at the SoN following the SoN Student Incident Procedure and using the Student Incident Tracking Form www.ohsu.edu/school-of-nursing/student-forms. If an exposure or injury occurs at OHSU and whether or not medical treatment is necessary, students are required to report any work related incident, injury, exposure or condition via the Worker & Student Injury Reporting System (WSIRS) www.ohsu.edu/xd/about/services/risk-

[management/workers-compensation/wsirs.cfm](#) within 24 hours. If an incident occurs at OHSU, students are required to submit a report on the Patient Safety Net prior to the end of the clinical shift.

Invasive Procedures

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

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

Learning and ELL Support

The SoN appreciates that there are different learning styles and needs. Students may contact the SoN Office of Learning Support at 503-494-5452 for assistance with writing, study skills, test-taking and English language learner (ELL) support. In addition, students on the Ashland, Klamath Falls, La Grande and Monmouth campuses have access to learning support and ELL services on their host campuses and as above. ELL students may, with approval from the course instructor, have their examination times extended during the first year of the undergraduate nursing program.

Leave of Absence

Please see OHSU Policy, 02-70-030, Voluntary Leave of Absence Policy for complete information. Within the School of Nursing after the successful completion of one term, a student may, under exceptional circumstances and with the approval of their Program Director, Campus Associate Dean or Program Assistant Dean, interrupt their academic degree with a leave of absence. An LOA will not be granted for longer than one year (four consecutive quarters). Students are not to be placed on LOA during academic terms in which they are only

taking non-nursing courses or courses that are in the student's program of study that are not offered at an OHSU campus. Students must use the official OHSU withdrawal/leave of absence form.

Time of return from a LOA is dependent on space available for clinical placements, course availability in the student's program of study and successfully completing all conditions as outlined in the LOA letter. Additionally, for undergraduate pre-licensure students, please see, Procedure for Program Re-entry. Not returning from a LOA as planned will be grounds for administrative withdrawal from OHSU School of Nursing.

Students are responsible for understanding the implications of a leave of absence for financial aid, health insurance, and progress toward the degree. Students are responsible for notifying the School of Nursing if plans change.

International students are responsible for consulting with the Office of International Students to understand visa implications of interrupting his or her studies.

In most cases, time limit to completion of the degree is not changed by a leave of absence. Per OHSU policy, students returning from an LOA longer than 180 days must successfully pass a new background check.

LOAs due to military service will granted in accordance with OHSU Policy 02-70-055, Excused Absence for Military Service, Related Medical Treatment, or Firefighting Activities.

Probation, Suspension and Dismissal

As uncomfortable and unfortunate it may be, there are instances where probation, suspension and or dismissal is warranted. The SoN and OHSU take seriously the code of conduct and also want to see every student meet their full potential. The reality is that there are instances where students may not be able to fulfill the conditions of admission and it is important to take a pause, re-evaluate and explore the full of the options before them.

OHSU schools and colleges have the authority to pursue academic suspension and academic dismissal proceedings for those students who have not met program standards, have failed to meet the terms of academic probation, and/or have violated policy and/or proscribed conduct, OHSU Policy and Procedure, 02-30-050, Student Suspension, Dismissal and Appeal.

The SoN is not required to place a student on probation prior to referring for suspension or dismissal. Students recommended for suspension or dismissal will be referred to the SoN Student Progress Review Committee for a hearing. The hearing will be conducted in accordance with OHSU Policy, 02-30-050, Student Suspension, Dismissal and Appeal. For information on the appeal process for suspension and dismissal decisions, please refer to OHSU policy, 02-30-050, Student Suspension, Dismissal and Appeal.

Additionally, OHSU reserves the right to refer any student for dismissal who does not maintain the required standards of scholarship, whose continuance in the SoN would be detrimental to her or his health or to the health of others, endangers patient safety, failure to adhere to the SoN Conduct and/or ANA Code of Ethics or failure to follow agency policy or whose conduct or clinical performance demonstrates a lack of fitness for nursing. The SoN is not required to place a student on probation prior to referring for dismissal if the dismissal standards are met.

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

Please see the SoN Student Progress Review Procedures for additional information.

Credits in Residence, Transfer Credit and Course Waivers: Students must successfully complete a specific number of credits as an OHSU School of Nursing matriculated student in order to be granted a degree from OHSU. Additionally, some degrees have an academic residency requirement in which students must be enrolled for a specified number of credits for a minimum number of successive academic terms, refer to OHSU policy, Degree/Certificate Standards: 0-01-0614 and OHSU Policy, 2-03-1012, Transfer of Credit.

1. **Transfer Credit options for OCNE Partner School Students:** Transfer credits earned in associate degree program are accepted for lower division nursing: NRS 210, 211, 212, 230, 231, 232, 233, and upper division nursing, NRS 321, 322, 424
2. **Transfer Credit options for RNBS Students (non-OCNE):** Students may transfer credits earned in an associate degree for NRS 210, 211, 212, 230 & 231, 232, and 233. Depending on the courses, articulation transfer credits may be granted to students for NRS 321, 322 and NRS 424.

3. **Transfer Credit options for Graduate students:**

A maximum of 1/3 of the credits required for the degree may be considered for transfer.

4. **Graduate students may transfer a maximum of 9 credits taken as a non-matriculated student.**

When a student can demonstrate successful completion of academic course work from a previously attended accredited institution that is duplicative of the content in OHSU SoN required courses, a waiver may be requested.

Waived courses are not considered earned credit, and students must still meet the minimum number of earned credits to be awarded a degree. A maximum of 9 quarter credits can be waived. It is the responsibility of the advisor to ensure that course waivers do not adversely affect the credentialing

requirements of the State of Oregon.

Students requesting a transfer/waiver of credit must complete the SoN Academic Petition and have it approved by the faculty of record for the course that the student is seeking to have the credits applied towards, their advisor, and Program Director/Assistant or Campus Associate Dean, and Sr. Associate Dean for Academic Affairs. Please refer to OHSU Policy, Transfer of Course Credits, 02-70-005 for information on transferring course credits, including course/credits that will not transfer and outdated coursework as well as OHSU policy, Degree/Certificate Standards: 02-70-035 degree requirements, including minimum number of credits for the degree and credits in residence requirements.

www.ohsu.edu/education/academic-policy

Table 4: Probation and Dismissal Guidelines for Courses Applied towards an OHSU School of Nursing Degree or Certificate (Please see the SoN Student Progress Review Procedures for additional information)

	Probation	Dismissal*
Undergraduate	<ul style="list-style-type: none"> • 3 Incomplete grades across the program of study • Lack of continuous enrollment based on program of study without being on an LOA • Failure to maintain a cumulative GPA 2.0 or above (a 1.7 (C-) in any one course does not meet the criteria for probation unless the overall GPA falls below a 2.0) • One 0.0, NP, WU. Please note: a grade of less than C- (1.7) is failing for undergraduate students • First-attempt failure to meet program benchmarks • Violation of policy, including Code of Conduct. 	<ul style="list-style-type: none"> • 4 unresolved incomplete grades • Failure to meet conditions stipulated in probation letter • Two or more 0.0, NP or WU. Please note: a grade of less than C- (1.7) is failing for undergraduate students. • If a student successfully retakes a course in which s/he received a 0.0, NP, or WU and receives a 0.0, NP, or WU in another course, the student will be dismissed. • Second attempt failure of program benchmarks • Violation of policy, including Code of Conduct.
Graduate	<ul style="list-style-type: none"> • 3 unresolved incomplete grades across the program of study • Lack of continuous enrollment for 1 academic quarter based on program of study without being on an LOA • First-attempt failure to meet program benchmarks • Fails to meet timeline standards for program benchmarks and time to degree • One 2.0 (C) • Failure to maintain a cumulative GPA 3.0 or above (a 2.5 (C+) in any one course does not meet the criteria for probation unless overall GPA falls below 3.0) • Violation of policy, including Code of Conduct 	<ul style="list-style-type: none"> • 4 unresolved incomplete grades across program of study • Lack of continuous enrollment for 2 academic quarters without being on approved LOA • Failure to meet conditions stipulated in probation letter • Second attempt failure of program benchmarks • A cumulative GPA below 3.0 that persists for 12 months • More than one 2.0 (C) across the program • One 0.0, NP or WNP. Please note: a grade of less than a C (2.0) is failing for graduate students. • Violation of policy, including Code of Conduct.

Please note: WU is equivalent to WNP.

Time to Degree: Each SoN degree has an established time-to-degree requirement that begins at matriculation for students. This time-to-degree policy does not distinguish between full-time and part-time student enrollment. The student can request an extension of the time limit by submitting a written request that is supported by the student's academic advisor and the appropriate program director or campus associate dean. Requests for extensions are forwarded to the appropriate senior associate dean for approval and then must be approved by the Registrar. OHSU has time to degree limits published in the Degree/Certificate Standards policy, 02-70-035. Please see that policy for specific time to degree information for programs.

Registration

Students must be registered in a course to receive credit. Registration for classes occurs online at www.ohsu.edu/education/office-registrar. Registration begins approximately six weeks before 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 may be subject to a fee.

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

Twelve credit hours are considered full-time enrollment for all undergraduate students. Nine credit hours are considered full-time enrollment for graduate students. Please see OHSU Registrar and Financial Aid office for additional information.

Please note that not all graduate degree programs allow part-time enrollment. Preference for part-time enrollment may be given to applicants who indicate that intention on their application in programs where this is available. 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 compliance requirements have not been met according to School of Nursing policy. A registration

hold will be placed on student registration for lack of required documentation on immunizations, certificates and 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. Please see compliance section of the catalog, page 28.

Nonmatriculated (Nondegree) Enrollment:

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

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

There is no maximum number of credits students 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. 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. See SoN policy 50-01.15 for complete information on required compliance requirements for non-degree students.

Nondegree-seeking students must meet the incoming student compliance requirements (see the admissions section of this document). Non-degree students have the same requirements as all other OHSU students, in that they are required to be fully compliant before taking courses at OHSU.

Health insurance is required of all nursing students. OHSU has a policy that requires each registered student to have health insurance.

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 the 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 may require paper registration. See the OHSU Registrar's page for this form.

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

The student registration system (SIS) 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.

Services

OHSU Affirmative Action/Equal Opportunity

503 494-5148

www.ohsu.edu/affirmative-action-and-equal-opportunity

The Affirmative Action and Equal Opportunity department is available to assist students who have a concern regarding prohibited discrimination and harassment; who would like information about disability accommodation or to request reasonable accommodation for a religious reason; or who need advice or education regarding prohibited discrimination or harassment.

OHSU Non-Discrimination Policy

OHSU provides equal opportunities to all individuals without regard to race, color, religion, national origin, disability, age, marital status, sex, sexual orientation, gender, gender identity or expression, veteran status, or any other status protected by law. It does not discriminate on any status protected by law. This policy applies to all employment, education, volunteer, and patient care related activities or in any other aspect of OHSU's operation. Retaliation for reporting discrimination is prohibited. To make an inquiry or report an incident of discrimination, contact OHSU's Office of Civil Rights Investigations and Compliance (OCIC) at 503-494-5148, ocic@ohsu.edu.

Title IX Notice of Non-Discrimination

Title IX of the Education Amendments of 1972 ("Title IX") protects individuals from discrimination and harassment on the basis of sex or gender in any educational program or activity operated by recipients of federal aid. OHSU, as a recipient of federal funds, complies with Title IX and 34 CFR Part 106 by prohibiting sex and gender discrimination and harassment, which includes sexual misconduct and sexual violence, in education programs, activities, employment, and admissions. Inquiries about Title IX compliance or sex/gender discrimination and harassment may be directed to the OHSU Title IX Coordinator Angela Fleischer. Contact Angela Fleischer, MSW, LCSW, CFP-A, at 503-494-5676 or titleix@ohsu.edu. Inquiries may also be directed to the U.S. Department of Education, Western Region Office for Civil Rights at 206-607-1600, ocr.seattle@ed.gov.

OHSU Alert

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

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

When students access the OHSU Student Information System (for the first time, they will be invited to provide accurate contact information for the OHSU alert system. Doing so will allow them to receive text

messages or pages (depending on the information provided) about emergencies at OHSU. All students are encouraged to keep their profiles updated in SIS with accurate contact information.

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.

OHSU Library

**503 494-3460 or library@ohsu.libanswers.com
www.ohsu.edu/library**

OHSU Library provides extensive online and print resources, as well as expert library staff support. Access the OHSU Library's online resources 24 hours a day, 7 days a week from any location by authenticating with your OHSU accounts. Search any of our 150 databases which are linked to more than 31,000 journal subscriptions, 205,000 online books, and 72,000 videos. Additionally, the Library has over 85,000 print books, and participates in regional and global interlibrary borrowing networks. Items not available online are available at no charge via the Library's Get It for Me service which delivers articles and chapters via email within 1-2 business days. Distance students can request print books from the collection to be delivered by U.S. Postal Service and returned to the Library via mail at no cost to the student. The Library's Education, Research and Clinical Outreach librarians support your learning through virtual or in-person consultations and addressing questions about searching, information and citation management, critically appraising the literature, and disseminating your scholarship. The Library also provides 24-hour technology-enabled spaces with access to printing and specialized software, and lends equipment to facilitate knowledge creation and sharing.

march wellness (Portland only)

www.ohsu.edu/march-wellness

OHSU march wellness and fitness center offers programs that are designed to strengthen and nurture its members. It supports members in achieving goals whether they are improving flexibility, managing a chronic illness, training for a marathon or recovering from surgery.

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

OHSU Campus Store

503 494-8296

The OHSU Campus Store is intended to be a resource for students, faculty, staff and the local medical community and is located in the OHSU Student Center. The store carries medical equipment students may need, such as stethoscopes, EKG calipers and much more. Additionally, the store has a selection of logo merchandise both in the store and online. A limited amount of stationery items are also available at the store. The campus store and virtual bookstore websites are accessible through the OHSU Student Center website at **www.ohsu.edu/education/student-center**.

OHSU Office for Student Access (Disability Services)

**503 494-0082 or studentaccess@ohsu.edu
www.ohsu.edu/education/office-student-access-academic-accommodations-disabilities**

OHSU is committed to providing equal access to qualified students who experience a disability in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADA-AA) of 2008.

As defined by the ADA and ADA-AA, a person with a disability has a physical or mental impairment that substantially limits one or more major life activities of the individual. This may include, but is not limited to, physical, sensory, chronic health, psychological and learning impairments. A qualified student is a person who meets the academic and technical standards requisite to admission or participation in a particular program of study, with or without reasonable accommodations.

The Office for Student Access (OSA) determines and facilitates the implementation of reasonable accommodations to address documented disabilities; this may include academic adjustments, auxiliary aids and/or program modifications. Reasonable

accommodations enable students with disabilities to have an equal opportunity to participate in an academic program or activity by providing alternative ways to accomplish the course requirements that eliminate or reduce disability-related barriers.

The OSA works with students with disabilities across all OHSU educational programs and campuses. Each school also has an assigned Program Accommodation Liaison (PAL), who acts as an “in-house” resource for students and faculty concerning student access, once accommodations are established (Campus PALS listed on the following page).

Students are advised to contact the OSA as soon as possible to discuss eligibility for disability services; accommodations may take time to implement and cannot be applied retroactively. All information regarding a student’s disability is kept in accordance with state and federal laws.

PALS:

School of Nursing – Graduate Programs
Doria Thiele
Assistant Professor
thiele@ohsu.edu

School of Nursing – Undergraduate Programs
Portland Campus
Jane Hagan
Assistant Professor
haganj@ohsu.edu

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

School of Nursing – Ashland Campus
Heather Voss
Interim Campus Associate Dean
vossh@ohsu.edu
541 552-6732

School of Nursing – La Grande Campus
Patricia Barfield
Campus Associate Dean
barfield@ohsu.edu

School of Nursing – Monmouth Campus
Angela Docherty
Campus Associate Dean
docherty@ohsu.edu
503 838-8124

School of Nursing - RNBS Online
Veronica Nieto
Education Manager
nieto@ohsu.edu

OHSU Center for Diversity and Inclusion

503 494-5657

www.ohsu.edu/center-for-diversity-inclusion

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

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

OHSU Office of International Affairs

503 748-7636 or OIS@ohsu.edu

www.ohsu.edu/international-affairs/about-us

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/public-safety

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

www.ohsu.edu/education/student-center

The OHSU Portland campus student center is a multi-purpose space located near Doernbecher Children's Hospital on Campus Drive. The Student Center includes the Nucleus lounge, group study space, state-of-the-art multimedia room, TV room, game room and recreational amenities. The center offers an intramural program for all OHSU students with competitive leagues in basketball, volleyball and indoor soccer. The gymnasium, swimming pool, hot tub and locker rooms are available to students and members of the student center and provide a number of different recreational opportunities. The 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. A wide variety of student activities are conducted at the student center and include special events, such as the Mug O' Joe (coffee talk with the president), campus services orientation and annual student volunteer recognition and awards ceremony. In addition, space within the center is available for use by student interest groups and schools for large group events. For more information about the OHSU Student Center, please feel free to contact the staff at 503 494-8295 or studentcenter@ohsu.edu.

Reporting Options

Reporting options and resources for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation. SoN encourages students to seek resolution at the course, program, SoN level within their comfort level; and for regional campus students AAEO, may refer students to local resources.

Student Complaints

OHSU has a commitment to ensuring that student complaints are resolved quickly, using a fair and reliable management process. The university takes complaints seriously and ensures all processes are clear, prompt, and confidential. In addition, the university utilizes this process to help identify patterns of concern and to respond and improve.

Each school or college has a process for maintaining records of student complaints. This process includes ensuring receipt of reports from OHSU offices with responsibility for handling such complaints, including the Office of the Provost and Equal Opportunity, OHSU Integrity Office, and the applicable school or college office responsible for addressing student complaints. For additional information, please see OHSU policy, Record of Student complaint, 02-20-045 For the School of Nursing, please send email to soncomplaints@ohsu.edu.

Student Grievance

Please see OHSU policy, 02-30-055, Student Grievance and Appeal. Students seeking additional assistance may contact the School of Nursing Office of Student Affairs & Diversity.

Student Signatures at Clinical Sites

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

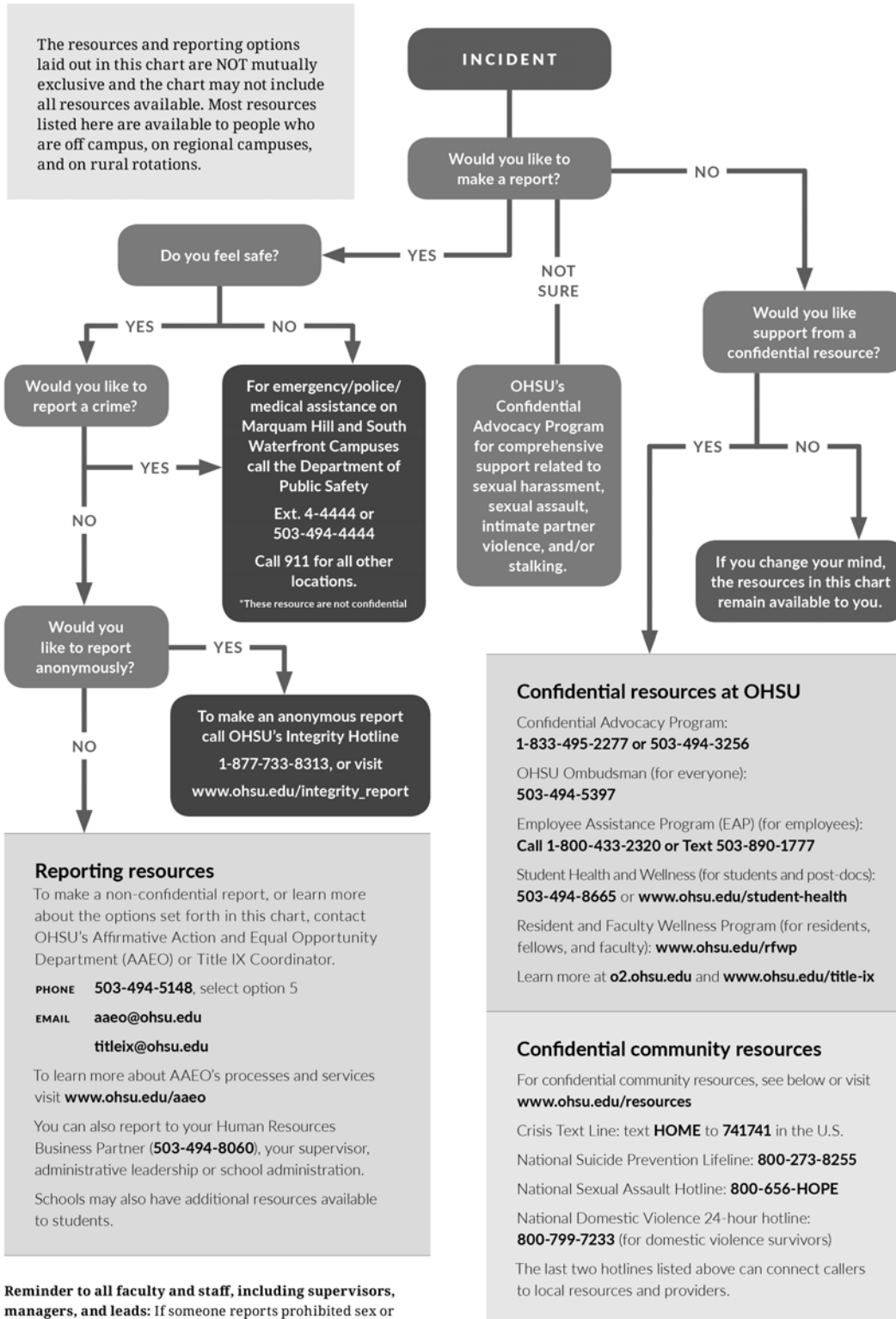
Syllabi

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

RESPECT FOR ALL.



Reporting options and resources for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation.



Reminder to all faculty and staff, including supervisors, managers, and leads: If someone reports prohibited sex or gender discrimination or harassment, including sexual violence, to you, you must report the incident(s) to AAEO or the Title IX Coordinator. Please contact AAEO with any questions.

Need help with a different workplace problem?
o2.ohsu.edu/people-problems-at-work.cfm

Technical Standards OHSU Policy, Technical Standards, 02-70-010

This policy is to ensure that all candidates for an OHSU degree or certificate possess the essential skills and abilities necessary to complete the curriculum successfully. To be qualified for health science programs at OHSU those individuals must be able to meet both OHSU's academic standards and the technical standards, with or without reasonable accommodations.

Health Sciences programs have a societal responsibility to train competent healthcare providers and scientists that demonstrate critical judgement, extensive knowledge and well-honed technical skills. A number of individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, are qualified to study and work as healthcare professionals and scientists with the use of reasonable accommodations.

All students must meet the OHSU Technical Standards at time of matriculation, OHSU Policy, 02-70-010, Technical Standards, www.ohsu.edu/about/policies. Additionally, all students are required to comply with and pass the standards in the SoN Student Compliance and Drug Screening policy 50-01.15 and OHSU 02-01-003, Student Drug and Alcohol Testing Policy.

Oregon State Board of Nursing

Oregon State Board of Nursing
17938 S.W. Upper Boones Ferry Road
Portland, OR 97224
971 673-0685

Refer to the OSBN Web site for updated information: www.oregon.gov/OSBN

Registered Nurse Licensure

Prelicensure students will receive information regarding this process one term prior to graduation. To obtain a full or limited Oregon nursing license, you must take the NCLEX-RN examination: www.oregon.gov/osbn/Pages/apply-NCLEX.aspx

Certified Nursing Assistant (CNA-1 and CNA-2)

The Oregon State Board of Nursing has made a change, effective December 2019, and is no longer accepting transcripts to qualify nursing students for the CNA exams. Accordingly, undergraduate nursing students at OHSU are not eligible to apply for CNA-1 or CNA-2 certification based on progress in the program of study. Student should check the OSBN website for current information on applying. OSBN Web site: www.oregon.gov/osbn/Pages/apply-CNA-CMA-exam.aspx

Advanced Practice Nursing Certification

Student Responsibilities

Students are required to take the following actions in support of their request for NP certification through the Oregon State Board of Nursing:

1. Maintain a portfolio with all pertinent information from their graduate program. This includes all syllabi for courses taken, program of study, verification of approved course waivers, transcript updates, documentation of clinical hours, sites and preceptors, etc. Any variations from the program of study not documented by a course waiver or course transfer should include a letter of explanation from the student's advisor.
2. Meet with advisor at least one term before the student intends to graduate to review his or her program of study and transcript.
3. Obtain the Nurse Practitioner Application Packet from OSBN in April before graduation.
4. Request to have their final OHSU transcript sent to OSBN from the OHSU registrar, 503 494-7800.

Please note:

- a. It is the student's responsibility to ensure he or she knows and understands the OSBN requirements for NP certification from the beginning of the program, in order to make sure to meet those requirements as he or she progresses through the program.
- b. It is the student's responsibility to make sure all grades have been submitted before requesting the transcript be sent to the OSBN.
- c. If some courses were taken from another graduate program or school, make sure to include all transcripts with transferred or waived courses applied to the student's degree.
- d. Please note: Students who plan on practicing outside the State of Oregon should check licensing requirements for that state.

Graduation and Other Awards

One term before 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 Web site and should be returned to the registrar's office. Responsibility for fulfilling graduation requirements rests with the student. To participate in ceremonies, students must complete the Application for Degree form and successfully complete all requirements for their programs by the end of spring term.

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

The following exceptions or exclusions apply:

- Doctor of Nursing Practice and Doctor of Philosophy students must successfully complete their respective terminal benchmarks by the end of the term.
- Students in the summer entry accelerated baccalaureate program are eligible to participate in convocation if they have only the second summer courses left to complete. Students in the summer entry accelerated baccalaureate program do not have to file a petition to participate in spring ceremonies.

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



Computer Resources Guidelines

Student Technology

The OHSU School of Nursing relies on the use of computer technologies for student learning activities and testing, both in the classroom and online.

All students are required to have a laptop and are bring them to class for use in electronic examinations and other course related activities. Students must be comfortable with the condition of their laptops and its ability to maintain battery power for four hours.

Note: Program directors and Campus Associate Deans may modify the laptop requirement for their program or campus. Students should check with their specific program or campus for any exceptions to the laptop requirement. Currently, students in the following programs may elect a desktop computer instead of a laptop if a desktop better suits their needs.

- RN to BS
- MNE
- HSOL

Computer Specifications

These are minimum requirements for all students and meeting these minimum requirements is essential for successful learning. Most new computers exceed these requirements.

- Operating System: Windows 10, (version 20H1 or newer)
- Processor: Intel Core i3, Core i7 or Core i5 recommended
- Memory: 8GB minimum, 16GB recommended
- Hard Drive: 128GB or larger

MAC users: The School of Nursing is currently a Microsoft Windows environment. Software required for some courses may not come in a Mac version or there may be differences in functionality between the two versions. Students choosing to use a Mac will still be responsible for meeting all course assignments and requirements.

MAC OSX versions OSX 12.x or 13.x are recommended. Apple typically releases a new OS version each Fall. Please note OS versions older or newer may not work with the Exemplify software, which is required for courses using our online testing provided by ExamSoft.

Netbooks and Chromebooks provide access to the Internet and keep a person connected to the web and email, they are underpowered and may not be supported by our online testing platform. These devices are not an acceptable alternative to our laptop requirement.

Tablets and other mobile devices provide easy and instant access to the information, digital media and the Internet. Such devices include, eReaders/Kindles, Apple iOS devices (iPod touch, iPad, and iPhone) and Android devices (tablets and phones). These devices may not be able to run required software or store files in a way that allows full engagement in classroom activities. While the School of Nursing encourages innovation and the use of these devices where possible, they are not an acceptable alternative to our laptop requirement.

Microsoft Office

All students are required to use Microsoft Office. Microsoft Works, Apple iWorks (pages, keynote and numbers), OpenOffice, and Corel WordPerfect are among the unacceptable alternatives to Microsoft Office. Faculty must be able to open your documents without the need to convert or install additional non-standard software on their computers.

OHSU provides students with a subscription to Microsoft Office for download and use on up to 5 devices. For more information see ITG's webpage on O2. o2.ohsu.edu/information-technology-group/software/365-microsoft-office.cfm. Note: O2 is now only available from personal computers through the Citrix remote access portal (portal.ohsu.edu).

E-mail

OHSU provides an e-mail and network account for all currently enrolled students. Microsoft Exchange is the product we use for e-mail and calendar.

Students are required to use and regularly check the OHSU provided e-mail account to receive critical student updates. OHSU units like financial aid, billing and registrar, along with program faculty and staff will communicate important student information to the OHSU e-mail address only.

Accessibility

- OHSU e-mail may be accessed through the Internet using a standard web browser (mail.ohsu.edu) or through the OHSU remote access portal (portal.ohsu.edu).
- OHSU e-mail may be accessed on mobile devices such as Apple iPhones and iPads or Android-based phones and tablets using the Boxer app or by enrolling the device in Airwatch Intelligent Hub.

Email Distribution Lists

Cohort-specific e-mails lists exist to communicate specifically with OHSU students groups within the School of Nursing. Inclusion in these lists is not optional and students need to receive permission from their program before sending emails to these lists.

Protecting Restricted or Confidential Data

Cloud Services

Box.com is the only approved cloud service for use at OHSU. You may store your files in Box and set up folders for sharing with others. Box also provides utilities to access an online version of Microsoft Office that allows users to create and edit Microsoft Office documents.

Use of other cloud services such Google, Microsoft 365 online/SkyDrive, or Apple's iCloud is not compliant with OHSU policy and security directives.

File Storage

OHSU policy prohibits storage of files containing any information that is not for public consumption on your local hard drive or portable hard drive, unless you have encrypted the drive. If you are unsure if your drive is encrypted, store your files in Microsoft OneDrive. These types of files may not be stored in any cloud storage service other than OneDrive.

OHSU computers require portable USB storage devices be encrypted using the Dell Data Protection software installed on the machine. Our computers will recognize USB devices not encrypted with the Dell Data Protection software as Read-Only (no modifying files on the drive and no copying to or from the drive).

Email Security

Email sent between OHSU accounts is secure. Email sent outside of OHSU is not. When sending emails outside of OHSU that contain sensitive, confidential or restricted information, start the subject line with Secure: and the message will be routed through our secure server. The intended recipient is notified of there is a message waiting and is provided instructions for securely getting your communication. Creating rules to forward e-mail to a personal account is strictly prohibited.

DUO Mobile

OHSU uses DUO Mobile for two-factor authentication when logging in to most OHSU systems from off campus. Students will need to download the DOU Mobile App to their smart phone or tablet. A DUO keychain device that generates a DUO code is available for students who do not have a smart phone or have an older smart phone that does not meet the requirements for DUO Mobile.

Distance Delivery

The School delivers many of our courses to a distance over the internet using synchronous and asynchronous delivery technologies. Students participating in courses with a synchronous connection are required to have the following:

- Web cameras
- USB headsets with microphones
- Internet connection speeds greater than 5 mb/s download and 2 mb/s upload.

For blended courses where some students are face to face with the instructor in a classroom and some are online, various web conferencing platforms may be used. Please check Sakai for the most up to date connection information for your course. Traditional or VOIP/Internet telephone services are highly recommended over the use of cell phones for classroom audio if there are issues with internet.

Students participating in a courses delivered via web conferencing should plan to join the conference 7 to 10 minutes before the scheduled start time. This allows everyone time to test the audio/video connection and resolve any issues that may arise so classes may start on time.

Students participating in distance delivery courses may be required to regularly complete a “pre-flight” checklist or other trainings to ensure they are able to connect.

If proctored exams are given online to students to take from a distance, the vendor may request consent to collect biometric data. This data typically includes a picture to validate identity of the student and audio/video from the web cam during the exam. OHSU has contracted for these services and it is expected that students will provide consent if asked.

OHSU Policies

All students must comply with all OHSU policies and directives related to information security and privacy. A copy of our Acceptable Use policy can be found at www.ohsu.edu/about/policies. Information, Security and Privacy training conducted online annually is required for all faculty, staff, students and volunteers.

Social Media Guidelines

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

Students should know:

- Posting information referencing a patient’s name or specific clinical site may violate HIPAA.
- Posting photos from a clinical site may be a violation.
- The OHSU Code of Conduct requires that students report violators to School of Nursing faculty/ administrators.
- The OHSU Code of Conduct (www.ohsu.edu/integrity-department/code-conduct)
- HIPAA (www.hhs.gov/hipaa/for-professionals/index.html)

OHSU Resources

SAKAI

The School of Nursing uses Sakai to deliver online course content to its students. Sakai is supported by OHSU’s Teaching and Learning Center. Students who need help with Sakai can contact the Sakai Helpdesk at 877 972-5249 or at sakai@ohsu.edu

OHSU Helpdesk

The OHSU ITG Helpdesk is available to assist students with e-mail account or account access issues between 6 a.m. and 6 p.m., Monday through Friday at 503 494-2222.



Student Rights, Responsibilities and Codes

National Student Nurses' Association Student Bill of Rights and Responsibilities

www.nсна.org/nsna-code-of-ethics.html

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document is updated by the NSNA House of Delegates in San Antonio, TX (1991); and item No. 4 was revised by the NSNA House of Delegates in Baltimore, MD. (2006). Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX. Adopted in April 2020 by the 2019-20 NSNA Board of Directors. Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 8, 2022 in Salt Lake City, UT.

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education: 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. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.
5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable 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. However, students 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, legal status, United States citizenship status, sexual orientation or other personal information 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 an element of evaluation.
8. The student should have the right to advocate for themselves and other students in the construction, deliver and evaluation of the curriculum.

9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student's permanent academic record in compliance with state and federal laws.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed and professional manner, publicly and privately.
11. Students should be allowed to invite and to hear any individual of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of 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, thereby encouraging leadership, e.g., through a faculty-student council, student membership or representation on relevant faculty committees.
13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with significant student participation, clearly written and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.
15. The nursing program should have readily available a set of clear, defined grievance procedures.
16. As citizens and members of an academic community, students are exposed to many opportunities and they should be mindful of their corresponding obligations.
17. Students have the right to belong to or refuse membership in any organization.
18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.
19. Adequate safety precautions should be provided by nursing programs and clinical sites to ensure a safe and protected environment emotionally, socially, and physically. For example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.
20. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.
21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student - faculty understanding.
22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.
23. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.
24. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and other student financial aid.
25. The nursing program should facilitate various methods to ensure that clinical sites provide an environment that supports the development of diverse, inclusive, and equitable Professional Identity in Nursing. This may be accomplished through assessment of clinical sites including, but not limited to, ongoing feedback from students, faculty, and facility staff; implementation of methods and plans for improvements based on clinical site evaluation. Clinical sites should be suitable for students to demonstrate attainment of required clinical competencies.

American Nurses Association Code for Nurses

www.nursingworld.org/practice-policy/nursing-excellence/ethics/

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession and integrate principles of social justice into nursing and health policy.

OHSU School of Nursing Dress Code

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 and adhere to policies 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 on the SoN orientation webpage.

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.

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

Student Code of Conduct and Student Grievance**Student Code of Conduct**

Students are expected to be in compliance with the OHSU Code of Conduct and all other applicable University policies. Conduct inconsistent with these standards may result in disciplinary action, up to and including dismissal and/or degree revocation.

Prior to matriculation, students are required to sign the Student Code of Conduct and Responsibility Agreement and abide by the guidelines contained in the Code.

In addition to conduct prohibited in the OHSU Code of Conduct, the following conduct is prohibited in the School of Nursing:

1. Violating state or federal laws or regulations, SoN policies, or OHSU policies and Code of Conduct;
2. Violating professional standards as described in 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. Failing to question a medical order when in doubt;

OR

10. Violating patient/family confidentiality.

All members of the learning community are responsible for reporting suspected Code of Conduct violations and/or working with others (e.g., students and preceptors) to report prohibited conduct described with the OHSU SoN Code of Conduct Policy as defined above.

The Senior Associate Dean for Student Affairs & Diversity is responsible for serving as the SoN Conduct Officer and responding to reports of conduct violations.

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 Senior Associate Dean for Student Affairs and Diversity.

Pending decision on a complaint, a student is entitled to all of the rights and privileges of a student in good standing. The Senior Associate Dean for Student Affairs and Diversity may consult with appropriate OHSU and SoN officials or committees as deemed necessary. The Senior Associate Dean for Student Affairs and Diversity may suspend students pending a 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 or the student.

Please see SoN Policy, 20-04.22, Code of Conduct for the complete policy and procedures.

Student Grievances

To initiate student grievance proceedings, please refer to the OHSU policy and procedures, 02-30-055, Student Grievance and Appeal, www.ohsu.edu/about/policies



Activities and Organizations

Student activities vary by campus, and all students are encouraged to get involved at the institution, state and national level. The School of Nursing provides support to help its students attend local and national conferences and student leaders are active at many levels. General invitations are extended to all students to attend special lectures and meetings at OHSU. Notices of these events are posted on bulletin boards, via email notices and School of Nursing social media sites.

On the Marquam Hill (Portland) Campus

The OHSU Student Center organizes and facilitates student activities including the All-Hill ski trip, the annual Halloween party, intramural sports programs and numerous other social, recreational and cultural activities. Students can find out more about OHSU university wide activities and services through the OHSU student center website: www.ohsu.edu/xd/education/student-services/student-life/student-center/index.cfm. There are a broad range of OHSU and School of Nursing committees that provide opportunities for student leadership and representation.

For those Enrolled at a Distance Campus

Students enrolled at OHSU on 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.

Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Southern Oregon University (SOU) and Western Oregon University (WOU) sponsor intercollegiate and intramural programs financed in part by incidental fees that are open to OHSU nursing students on the EOU, OIT, SOU and WOU campuses. See the EOU, OIT, SOU or WOU catalogs for more information.

School of Nursing Groups

Students are encouraged to participate on faculty committees to bring the student perspective to institutional decisions. Student roles are identified as part of the Undergraduate Council, Graduate Council and the Grievance and Student Conduct Committee. Please contact Student Services at 503-494-5440 to be referred to the appropriate contact for each committee:

- Undergraduate Council: Two non-voting student members elected by the campus student nurses organizations. The student role is to communicate between the council and the statewide student body. The representatives are chosen yearly from the following seven programs in rotation: OCNE Portland; OCNE La Grande; OCNE Klamath Falls; OCNE Ashland; OCNE Monmouth; accelerated baccalaureate program; baccalaureate completion program.

- Graduate Council Committee: Two non-voting student members are elected by the graduate student nurse organizations, one from the academic programs and one from an advanced practice program.

Student Organizations

National Student Nurses Association

www.nsna.org

The National Student Nurses Association (NSNA) is a preprofessional organization with nationwide membership of other nursing students in various nursing programs. Members may take advantage of the many programs, services, product discounts and leadership opportunities that NSNA offers. The OHSU School of Nursing is a total enrollment school and provides NSNA memberships to all campus-based undergraduate nursing students. NSNA memberships are processed by the Office of Student Affairs & Diversity each fall.

Oregon Student Nurses Association

www.oregonsna.org

The Oregon Student Nurses Association (OSNA) is the Oregon state chapter of the NSNA. All OHSU Student Nurses Association campus groups are recognized by OSNA and maintain ties with other Oregon nursing schools and the Oregon Nurses Association through the OSNA. The primary function of the state chapter is to organize workshops, forums and seminars on nursing issues. It also links students with professionals and practitioners of nursing.

OSNA members gain access to nursing in a way that the teaching-learning academic model doesn't offer. Students should contact the Student Nurses Association leaders at their campus for more information about this organization.

OHSU School of Nursing Student Nurses Association

Each School of Nursing campus has an organized Student Nurses Association which elects and 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. Each group maintains a budget to support their School of Nursing activities.

OHSU Student Council

www.ohsu.edu/education/student-life

The OHSU Student Council consists of students from the various academic programs at OHSU. Each school contributes members to the council. The OHSU Student Council is the governing body of all OHSU students and serves as the liaison between students, faculty and administration throughout the campus. The Student Council represents students at various levels by electing students to serve on committees across campus, hosting student events throughout the year, and keeping students informed of important happenings that directly affect student life.

OHSU School of Nursing Graduate Nursing Senate

The Graduate Nursing Senate was formed to represent the interests of OHSU School of Nursing master's and doctoral students. The Graduate Nursing Senate aims to foster community across graduate level nursing programs, promote graduate level nursing education and provide a unified voice for graduate nursing student concerns and issues.

OHSU School of Nursing Alumni Association

www.ohsu.edu/son/alumni

The OHSU Office of Alumni Relations serves School of Nursing alumni by maintaining class records and promoting gatherings and communications among its alumni. For more information, contact the alumni association at alumni@ohsu.edu.

Sigma Theta Tau International

www.nursingsociety.org

The Beta Psi chapter was formally installed as a chapter of Sigma Theta Tau International 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.

Other Student Organizations

- Nursing Students Without Borders
- Nursing Students for Sexual and Reproductive Health

Starting New Clubs

Nursing students are encouraged to actively engage in clubs and activities. If you are interested in learning more about clubs on campus or starting a new club or activity, please contact the OHSU Student Affairs Office at sn-affrs@ohsu.edu.



Academic Calendar 2021-2022

Undergraduate/Graduate Calendar

For information regarding registration deadlines, last day to withdrawal, and other important dates, please review the OHSU Academic Calendar at www.ohsu.edu/education/academic-calendar



Faculty

OHSU School of Nursing Faculty Profiles are available online at www.ohsu.edu/school-of-nursing/faculty-staff-and-alumni.

Angela Adams, M.N., R.N., C.N.E.

Instructor, Ashland Campus

MN, Oregon Health & Science University, 2021;
BS, Oregon Health & Science University, 1993.

Alexandra Adelman, M.S.N., R.N., P.C.C.N.

Instructor, Monmouth Campus

MSN, University of San Diego, 2019;
BSN, The University of Portland, 2014.

Sarah Aitken, R.N., M.S., W.H.N.P./F.N.P., N.B.C.-H.W.C.

Instructor, Ashland Campus

MS, University of California San Francisco, 1992;
BS, University of California, Davis, 1983.

Deborah Alba, C.N.M., M.S.N., R.N., I.B.C.L.C.

Instructor, Monmouth Campus

MSN, Frontier University, 2018;
BS, Oregon Health & Science University, 2000.

Tiffany Allen, D.N.P., R.N., PCCN-K

Assistant Professor, Ashland Campus

DNP, Oregon Health & Science University, 2017;
MN, Oregon Health & Science University, 2017;
BS, Oregon Health & Science University, 2014.

Karen Alles, M.N., R.N., C.P.N.

Instructor, Portland Campus

MN, Oregon Health & Science University, 2019;
BSN, University of Portland, 2002.

Ahmed F. Alshaarawi, M.S., C.R.N.A.

Instructor, Portland Campus

MS, Northeastern University, 2005;
BSN, Oregon Health & Science University, 1996;
AD, Pima Community College.

Janet Alves, M.S.N., R.N.

Instructor, Ashland Campus

MSN, Walden University, 2011;
BSN, Oregon Health & Science University, 2009.

Monica Arce, M.N., C.N.M.

Instructor, Portland Campus

MN, Oregon Health & Science University, 2007.

Judith G. Baggs, Ph.D., R.N., F.A.A.N.

Professor, Portland Campus

PhD, University of Rochester, 1990;
MS, University of Rochester, 1984;
BS, Alfred University, 1981;
BA, Reed College, 1964.

Sherri Bailey, B.S.N., R.N.

Lecturer, Klamath Falls Campus

BS, Western Governor's University, 2018.

Susan Bakewell-Sachs, Ph.D., R.N., F.A.A.N.
Vice President, Professor & Dean, Portland Campus
 PhD, University of Pennsylvania, 1992;
 MSN, University of Pennsylvania, 1982;
 BSN, University of Pittsburgh, 1979.

Sandra Banta-Wright, Ph.D, R.N., N.N.P.
Assistant Professor, Portland Campus
 PhD, Oregon Health & Science University, 2012.

Patricia Barfield, Ph.D., P.M.H.N.P.-B.C.
Assistant Professor & Campus Associate Dean, La Grande Campus
 PhD, Oregon Health & Science University, 2017;
 MN, Oregon Health & Science University, 2007.

Jessica Barker, M.S.N., R.N.
Lecturer, La Grande Campus
 MSN, University of Mary, 2023;
 BS, Oregon Health & Science University, 2017.

Corin Barnes, M.S.N.-Ed., R.N.
Instructor, Portland Campus
 MSN, Walden University, 2012;
 BSN, The University of Portland, 1995.

Roxanne Barra, D.N.P., R.N., C.E.N.
Assistant Professor, Portland Campus
 DNP, Washington State University, 2018;
 MN, Washington State University, 2017;
 BSN, The University of Portland, 2010.

Lindsey Barraclough, B.S.N., C.M.S.-R.N.
Lecturer, Ashland Campus
 BS, Oregon Health & Science University, 2018.

Ashley Batten, M.S.N, F.N.P.-C.
Instructor, La Grande Campus
 MSN, Northwest Nazarene University, 2022;
 BSN, Grand Canyon University, 2015.

Karen A. Bean, D.N.P., F.N.P., C.N.E.
Assistant Professor, La Grande Campus
 DNP, University of South Alabama, 2017;
 MS, Idaho State University, 2006;
 BS, Oregon Health & Science University, 2002.

Kristen Beiers-Jones, M.N.E., R.N.
Assistant Professor, Portland Campus
 MN, Oregon Health & Science University, 2012;
 BS, Columbia University, 1983,
 BA, Reed College, 1980.

Renee Beninger, R.N., C.N.M, F.N.P.
Instructor, Portland Campus
 PMC, Frontier Nursing University, 2014;
 MSN, Frontier Nursing University, 2006;
 BSN, Oregon Health & Science University, 2003.

Charles Boardman, D.N.P., F.N.P.-B.C., R.N.
Assistant Professor, Portland Campus
 DNP, Oregon Health & Science University, 2012;
 MSN, Columbia University, 2007;
 BSN, Columbia University, 2005.

Jodiey Bondurant, D.N.P., C.P.N.P.-P.C./A.C., F.N.P.-B.C.
Assistant Professor, Portland Campus
 DNP, University of Missouri, 2017;
 MSN, University of Missouri, 2015;
 BSN, University of Missouri, 2009.

Judy Borgen, M.S.N., R.N., C.N.E.
Assistant Professor, Monmouth Campus
 MSN, Walden University, 2017;
 BSN, Oregon Health & Science University, 1984.

Aurora Boucher, F.N.P.-C, A.P.R.N., D.N.P.
Assistant Professor, Portland Campus
 DNP, Oregon Health & Science University, 2014;
 MN, Oregon Health & Science University, 2013;
 BS, Oregon Health & Science University, 2008.

Sabrina Bowers, B.S.N.,R.N.C.-O.B.,M.S.N.,C.N.M.
Instructor, Portland Campus
 MSN, University of Colorado, 2011;
 BSN, Georgia State University, 2002.

Rosalind Boyer-Cole, M.S., M.S.N., C.R.N.A.
Instructor, Portland Campus
 MSN, Benedictine University, 2012;
 MS, Saint Joseph University, 1999;
 BSN, University of Portland, 1990.

Shari Brandness, M.S.N.
Assistant Professor, Klamath Falls Campus
 MSN, University of Phoenix, 2005.

Teresa Braseth, M.S.N., R.N.
Instructor, La Grande Campus
 MSN, Northwest Nazarene University, 2020;
 BS, Oregon Health & Science University, 2003.

Megan Brassine, M.S.N., F.N.P.-C., B.S.N., R.N
Instructor, La Grande Campus
 MS, Georgetown University, 2015;
 BSN, Oregon Health & Science University, 2006.

Linda M. Brown, M.S., R.N.

Assistant Professor, Portland Campus
MS, Oregon Health & Science University, 1987;
BS, Walla Walla College, 1982.

Rebecca Brown, M.N.E., R.N.

Instructor, Portland Campus
MS, Oregon Health & Science University, 2021;
BSN, University of Portland, 2008.

Kirsten Buffa, M.S.N., R.N., C.E.N., T.C.R.N., C.C.R.N.

Instructor, Monmouth Campus
MSN, Western Governors University, 2020;
BSN, Linfield University, 2014.

Reynaldo Calaro, D.N.A.P., C.R.N.A.

Assistant Professor, Portland Campus
MNA, Mayo School of Health Sciences, 2012;
BS, University of Hawaii, 2001.

Penelope Caldwell, D.N.P., C.N.M., R.N.

Assistant Professor, Portland Campus
DNP, University of Northern Colorado, 2013;
MA, San Francisco Art Institute, 2005;
MSN, State University of New York, 1995;
ADN, Rockland Community College, 1981;
BA, Empire State College, 1976.

Tiffany Caldwell, M.N., B.S.N., R.N.

Instructor, Portland Campus
MN, Sacred Heart University, 2016;
BSN, Linfield College, 2001.

Linda Callahan, Ph.D.

Instructor, Klamath Falls Campus
PhD, Florida State University, 1994;
MSN, California State University, 1997.

Anna Chamas, B.S.N., R.N.

Lecturer, Monmouth Campus
BSN, Regis University, 2006.

Dana Chang, M.N., C.N.M., I.B.C.L.C.

Instructor, Portland Campus
MN, Oregon Health & Science University, 2013;
BS, Oregon Health & Science University, 2011.

Leah Chapman, D.N.P., C.C.R.N., A.C.N.P.C.-A.G.

Assistant Professor, Portland Campus
DNP, Winona State University, 2020;
BS, St. Catherine University, 2007.

Lisa Chickadonz, D.N.P., C.N.M.

Assistant Professor, Portland Campus
DNP, Oregon Health & Science University, 2013;
MSN, Oregon Health & Science University, 1984;
BSN, Wichita State University, 1980.

Tyler C. Chipman, D.N.P., P.M.H.N.P.-B.C.

Assistant Professor, Portland Campus
D.N.P., Oregon Health & Science University, 2016;
M.S.N., Oregon Health & Science University, 2015;
B.S.N., Oregon Health & Science University, 2013;
B.S., University of Oregon, 2008.

Mary Clark, M.P.H., R.N.

Instructor, Portland Campus
MPH, Oregon Health & Science University, 2005;
BSN, California State University, 1987.

Robin R. Claudson, M.S., R.N.

Instructor, La Grande Campus
MSN, Northwest Nazarene University, 2021.

Kristin Cloyes, Ph.D., M.N., R.N.

Distinguished Professor, Portland Campus
PhD, University of Washington, 2004;
MN, University of Washington, 2002;
BSN, University of Washington, 1998.

Holly Cooper, M.N.E., B.A., B.S.N., P.C.C.N.

Instructor, Portland Campus
MNE, Oregon Health & Science University, 2014;
BSN, Oregon Health & Science University, 2008;
BA, University of Portland, 1998.

Teri Copley, M.S.N., R.N.

Assistant Professor, Ashland Campus
MSN, California State University, 1992;
BSN, University of Southern California, 1986.

Michael Coriasco, M.N.E., R.N.

Instructor, Portland Campus
MNE, Oregon Health & Science University, 2019;
BS, Oregon Health & Science University, 2015.

Gabrielle Cornelia, B.S., R.N.

Lecturer, Klamath Falls Campus
BS, Oregon Health & Science University, 2020.

Cheryl Cosgrove, R.N., B.S.N., M.N.

Instructor, La Grande Campus
MN, Oregon Health & Science University, 1992;
BS, Oregon Health & Science University, 1984.

Katherine Criswell, M.S.N., R.N.*Instructor, Portland Campus*MSN, University of New Mexico, 1980;
BSN, University of Washington, 1970.**Capella Crawford Lapham, F.N.P.-C., D.N.P.***Assistant Professor, Portland Campus*DNP, Oregon Health & Science University, 2018;
MN, Oregon Health & Science University, 2017;
BS, Oregon Health & Science University, 2015.**Elizabeth Dalton, D.N.P., C.N.M.***Assistant Professor, Portland Campus*DNP, Frontier Nursing University, 2017;
MN, Oregon Health & Science University, 2008;
BSN, Walla Walla University, 2003.**Arlene Danschin, M.N.E., B.S.N., C.E.N.***Instructor, Portland Campus*MN, Oregon Health & Science University, 2021;
BSN, Florida State University, 2011.**Quin Denfeld, Ph.D., R.N., F.A.H.A.***Assistant Professor, Portland Campus*PhD, Oregon Health & Science University, 2016;
BSN, Linfield College, 2005.**Nathan Dieckmann, Ph.D.***Research Associate Professor, Portland Campus*PhD, University of Oregon, 2007;
MS, University of Oregon, 2004;
BA, San Francisco State University, 2001.**Katrina I. Dielman, M.S., R.N., C.H.S.E., C.N.E.***Assistant Professor, La Grande Campus*MS, University of Wyoming, 2012;
BSN, Oregon Health & Science University, 1983.**Jennifer Ditter, M.S.N., R.N.***Instructor, Monmouth Campus*MSN, Western Governors University, 2022;
BSN, Linfield University, 2002.**Angela Docherty, Nurs.D., M.P.H., P.H.N., R.N.***Associate Professor & Campus Associate Dean,
Monmouth Campus*NursD, University of Stirling, 2010;
MPH, University of Glasgow, 2001;
BA, University of the West of Scotland, 1994.**Beth Doyle, D.N.P., R.N., G.C.P.H.***Assistant Professor, Portland Campus*DNP, Oregon Health & Science University, 2017;
MS, Oregon Health & Science University, 1997;
BSN, Oregon Health & Science University, 1990.**Deborah Duran-Snell, M.S., C.N.M., R.N.***Assistant Professor, Portland Campus*MS, Oregon Health & Science University, 1989;
BSN, University of Oklahoma, 1985.**Emmanuel Dwomoh-Tweneboah, D.N.P.,****A.G.A.C.N.P.-B.C.***Assistant Professor, Portland Campus*DNP, Oregon Health & Science University, 2018;
MN, Oregon Health & Science University, 2017.**Habtamu Egata, R.N., D.N.P.***Assistant Professor, Portland Campus*DNP, Touro University Nevada, 2020;
MSN, Loyola University, 2015.**Ginny C. Elder, D.N.P., F.N.P., P.M.H.N.P.***Assistant Professor, La Grande Campus*DNP, Oregon Health & Science University, 2018;
MN, Oregon Health & Science University, 1993;
BSN, Oregon Health & Science University, 1985;
AD, Parkland Community College, 1977.**Emily Elliott, Ph.D., R.N., C.E.N.***Assistant Professor, Portland Campus*PhD, Walden University, 2020;
MPhil, Walden University, 2020;
MSN, Walden University, 2016;
BS, Oregon Health & Science University, 2011.**Cathy L. Emeis, Ph.D., F.A.C.N.M., C.N.M., L.C.C.E.,
F.A.C.C.E.***Associate Professor, Portland Campus*PhD, University of Colorado, 2007;
MSN, University of Colorado, 1998;
BSN, University of Phoenix, 1995;
Diploma, Lutheran Hospital School for Nurses, 1980.**Barbara Enos, M.N., R.N.***Instructor, Portland Campus*MN, Oregon Health & Science University, 2007;
ADN, Santa Fe Community College, 1996;
BA, University of California, 1987.**Christine Ensign, D.N.P., F.N.P.-B.C.***Assistant Professor, Portland Campus*DNP, University of San Diego, 2015;
BSN, University of Missouri - Kansas City, 2007.**Elizabeth Espinoza, D.N.P., C.P.N.P.-A.C.***Assistant Professor, Portland Campus*DNP, Vanderbilt University, 2021;
MSN, DePaul University, 2010.

Jill Eversole, R.N., M.S.N.*Instructor, Ashland Campus*M.S.N., Grand Canyon University, 2009;
BSN, University of Memphis, 1994.**Allison Fahrner, M.N.E., B.S.N., R.N.***Instructor, Ashland Campus*MNE, Oregon Health & Science University, 2020;
BSN, San Diego State University, 2010.**Linda Felver, Ph.D., R.N.***Associate Professor, Portland Campus*PhD, University of Washington, 1986;
MA, University of Washington, 1978;
BSN, Eastern Washington University, 1977;
BS, Ohio State University, 1968.**Rebecca Ferrer, R.N., B.S.N., C.C.R.N.***Lecturer, Klamath Falls Campus*

BS, Oregon Health & Science University, 2015.

Kari Firestone, Ph.D., R.N., C.N.S.*Associate Professor, Portland Campus*PhD, Oregon Health & Science University, 2016;
MS, Loma Linda University School of Nursing, 2006;
BS, Walla Walla University, 1994.**Jenny Firkins, Ph.D., R.N.***Assistant Professor, Portland Campus*Ph.D., Oregon Health & Science University, 2019;
BSN, Linfield College, 2009.**Kcia Fletcher, B.S.N., R.N., I.B.C.L.C.***Lecturer, La Grande Campus*

BS, Oregon Health & Science University, 2006.

Tracy Flynn, Ph.D., A.P.R.N., C.N.Ecl., F.N.P.-B.C.*Associate Professor, Ashland Campus*PhD, Gonzaga University, 2012;
MS, Idaho State University, 2002;
BSN, Lewis-Clark State College, 1997.**Heather Freiheit, M.M., B.S.N., R.N.***Assistant Professor, RN/BS*MM (Masters in Management), Southern Oregon
University, 2008;
BSN, Southern Oregon University, 1992.**Taylor Friesen, M.S., A.P.R.N.-C.N.M.***Assistant Professor, Portland Campus*MS, Ohio State University, 2020;
BS, Eastern Washington University, 2014.**Ute Frommer-Sherbow, M.S.N., C.N.M./N.P., R.N.***Instructor, Ashland Campus*MSN, University of Utah, 1994;
BSN, Southern Oregon State, 1998.**Heidi Funke, M.N., M.A., R.N., C.M.S.R.N.***Instructor, Portland Campus*MN, Oregon Health & Science University, 2017;
BSN, Rush University, 2008.**Amanda Gango, M.S.N., R.N.***Instructor, Portland Campus*MSN, University of Phoenix, 2018;
MA, University of Montana, 2007;
BS, Walla Walla University, 2011;
BA, University of Nevada, 2005.**Ellen Garcia, M.N., R.N., C.C.R.N.***Instructor, Portland Campus*MN, Oregon Health & Science University, 2016;
BS, Oregon Health & Science University, 2013.**Francesca Gardella (Novelli), M.S.N., R.N.,
C.C.R.N., C.N.En.***Instructor, Ashland Campus*MSN, University of Phoenix, 2018;
BSN, University of Phoenix, 2014.**Elizabeth Gary, M.S.N., C.N.M.***Instructor, Portland Campus*MS, Columbia University, 2015;
BS, Columbia University, 2014.**Bridget Gessler, M.N., R.N.***Instructor, Monmouth Campus*MSN, Oregon Health & Science University, 2002;
BSN, Oregon Health & Science University, 1999.**Lauri Gimpel, M.S.N., R.N.***Instructor, Klamath Falls Campus*

M.S.N., Gonzaga University, 2017.

Kristin Giroux, M.S., A.P.R.N., C.N.M.*Instructor, Portland Campus*MS, University of California, San Francisco, 2015;
BA, Boston University, 2006.**Molly Goddard, D.N.P., P.M.H.N.P.***Assistant Professor, Portland Campus*DNP, Oregon Health & Science University, 2018;
MSN, Oregon Health and Science University, 2017;
BS, Oregon Health & Science University, 2015.

Michelle Goldfeder, B.S., R.N.

Lecturer, Ashland Campus
BS, Oregon Health & Science University, 2019.

Marilyn Gran-Moravec, M.S.N., R.N.

Assistant Professor, Klamath Falls Campus
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Juliana Cartwright, Ph.D., R.N.,
Associate Professor

Mary Cato, Ed.D., R.N., C.H.S.E.
Assistant Professor of Clinical Nursing

Carol A. Christlieb, M.S.N., R.N.
Associate Professor

Joyce C. Colling, Ph.D., R.N., F.A.A.N.
Professor

Joyce Crane, Ph.D., R.N.
Professor

Mary Ann Curry-McCammon, D.N.Sc., R.N.
Professor

Martha Driessnack, Ph.D., P.C.N.P.-B.C., R.N.
Associate Professor

Bonnie J. Driggers, M.S., M.P.A.
Assistant Professor

Marie T. Duncan, Ph.D., R.N.
Associate Professor

Roslyn Elms-Sutherland, Ph.D., M.S.N.
Professor

Roberta S. Erickson, Ph.D.
Associate Professor

Nancy Findholt, Ph.D., R.N.
Professor

Barbara Gaines, Ed.D., R.N.
Professor

Paula Gubrud-Howe, Ed.D., R.N., F.A.A.N.
Associate Professor

Esther L. Halvorson-Hill, M.P.A., M.N., R.N.
Associate Professor

**Shirley M. H. Hanson, Ph.D., P.M.H.N.P., R.N.,
F.A.A.N.**
Professor

Pam J. Hellings, Ph.D., C.P.N.P., R.N.
Professor

Julie A. Henzel, M.S., R.N.
Associate Professor

Beverly M. Hoeffler, D.N.Sc., R.N., F.A.A.N.
Professor

Ann L. Hoffstetter, M.P.A., R.N.

Gail M. Houck, Ph.D., R.N., P.M.H.N.P.
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Professor

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Sheila M. Kodadek, Ph.D., R.N.
Professor

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Professor

Carol A. Lindeman, Ph.D., R.N., F.A.A.N.
Professor and Dean

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Associate Professor

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Assistant Professor of Clinical Nursing

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Darlene A. McKenzie, Ph.D., R.N.

Professor

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Professor

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Associate Professor

Nancy Press, Ph.D.

Professor

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Professor

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Clinical Assistant Professor

Catherine Salvesson, Ph.D., R.N., F.A.A.N.

Associate Professor

Joyce Semradek, M.S.N.

Professor

Muriel P. Shaul, Ph.D., R.N., A.N.P.-C.

Associate Professor

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Associate Professor

Barbara J. Stewart, Ph.D.

Professor

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Professor

Sandra L. Theis, Ph.D., R.N.

Professor and Interim Dean

Virginia P. Tilden, Ph.D., R.N., F.A.A.N.

Professor

Linda C. Weick, D.N.Sc., C.N.M.

Associate Professor

Una Elizabeth Westfall, Ph.D.

Professor

Caroline M. White, D.P.H., R.N.

Professor

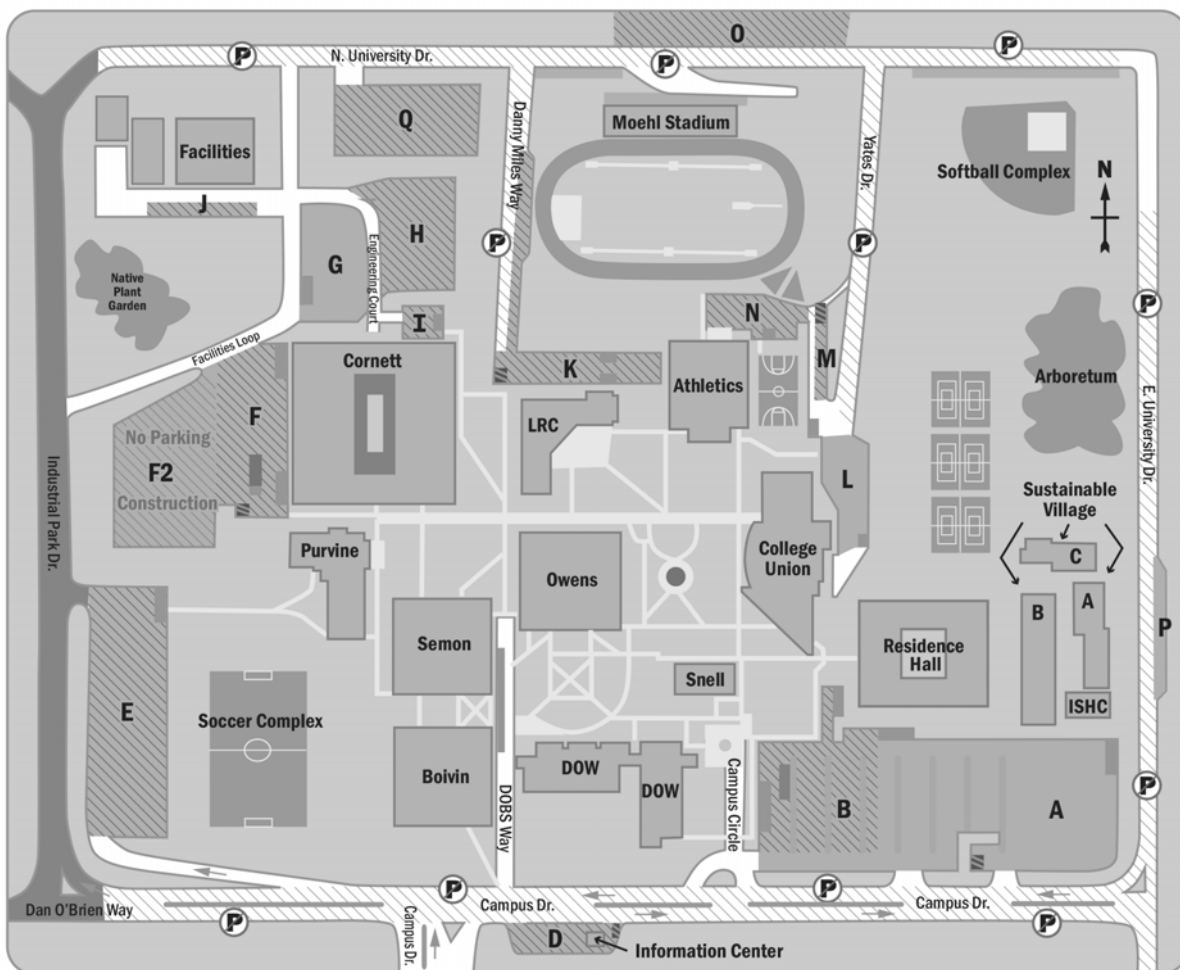


Campus Maps



Klamath Falls Campus

Oregon Tech



Arboretum

Athletics

Boivin Hall

Classrooms, Information Technology Services, Offices, Online Education, Retention Services

College Union

Admissions, ASOIT, Bookstore, Campus Dining, Financial Aid, Information, KTEC, Meeting Rooms, Student Affairs

Cornett Hall

Classrooms, Laboratories

Facilities Services

Information Center

Disabled Parking Information, Temporary and Visitor Parking Permits, Campus Security

Integrated Student Health Center (ISHC)

John F. Moehl Stadium and Track Facility

Learning Resource Center (LRC)

Career Services, Library, Offices, Shaw Historical Library, Student Success Center

Martha Anne Dow Center for Health Professionals (DOW)

Classrooms, Laboratories

Owens Hall

Classrooms, Laboratories

Purvine Hall

Classrooms, Laboratories

Residence Hall

Semon Hall

Classrooms, Dental Clinic

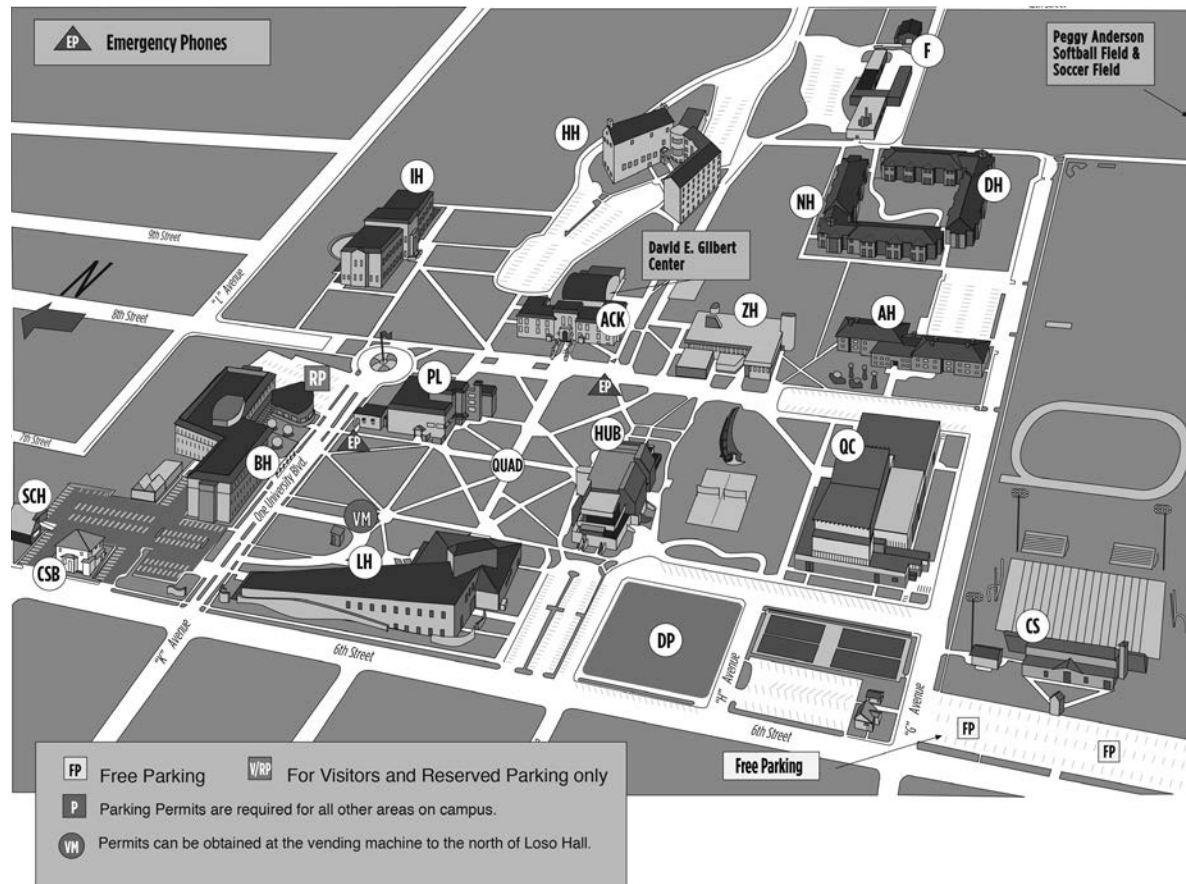
Snell Hall

Administrative Offices, Cashier, Human Resources, Registrar

Sustainable Village A, B, C

La Grande Campus

Eastern Oregon University



ACK Ackerman Hall Anthropology, Economics, History, Political Science, Headstart, David E. Gilbert Center

HA Alikut Hall Residence Hall, Student Study Area

BH Badgley Hall Science, Chemistry-Biochemistry, Computer Science, Mathematics, OSU, OHSU

CSB Community School Building Creative Arts Programs, Music, Performance

CS Community Stadium Stadium, Athletic Fields, Track

DH Daugherty Hall Residence Hall, Student Study Area

DP Dorion Park

F Facilities, Shipping/Receiving Physical Plant, Maintenance Crews, Groundskeeping, Heating

FSH Family Student Housing Student Housing for Families

HUB Hoke Union Building Center for Student Involvement, Food Service, Conference Facilities, Outdoor Program, Bookstore

HH Hunt Hall Northeast Oregon Area Health Education Center

IH Inlow Hall Administration, Admissions, Career Services, Financial Aid, Registration, Student Accounts, University Advancement

LH Loso Hall College of Arts & Sciences, McKenzie Theatre, Art, Music, Schwarz Theatre, Learning Center

NH North Hall Residence Hall, Student Study Area

PL Pierce Library University Library, Maps, Children's Area, Coee Bar, Study Areas

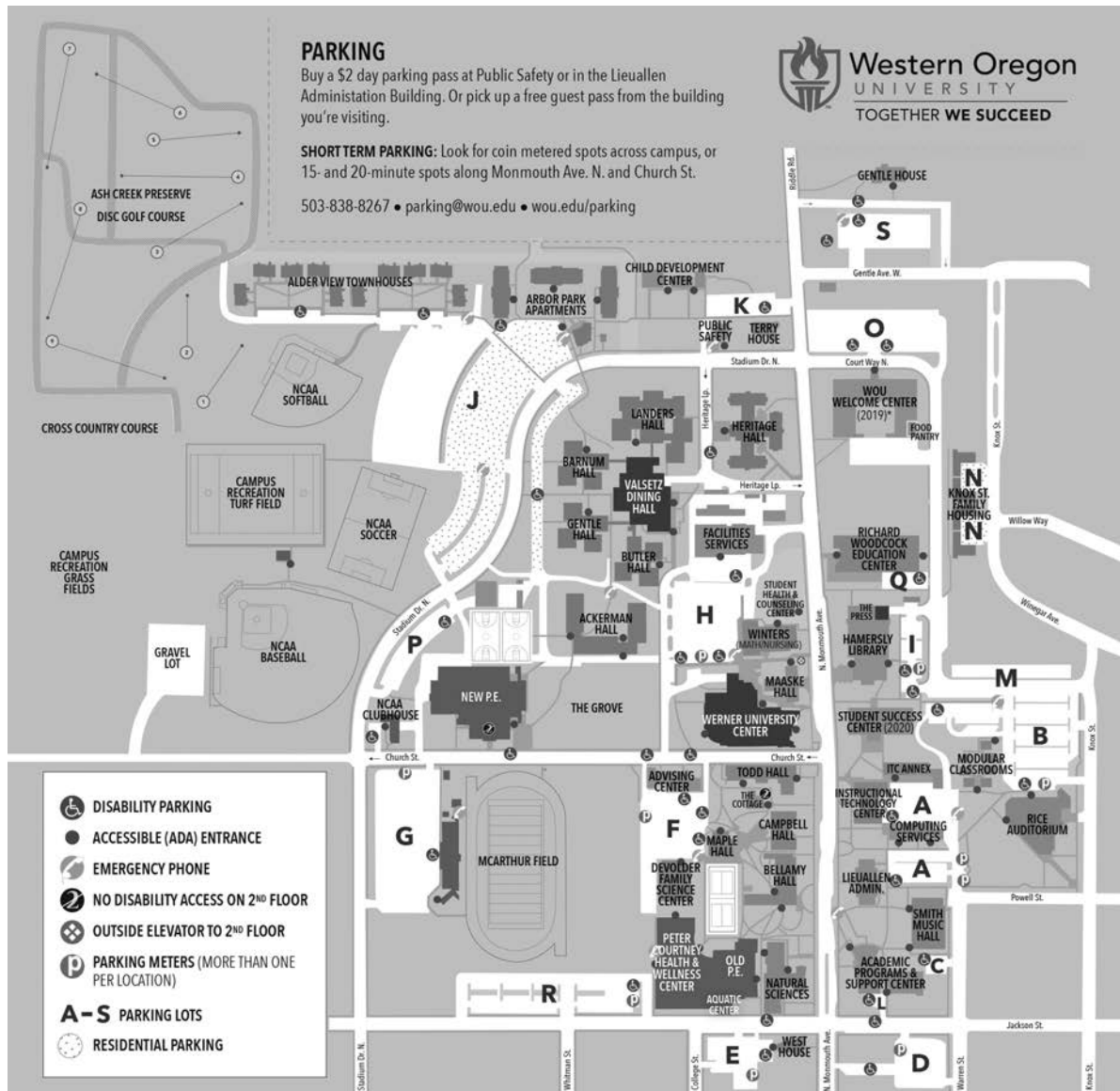
QC Quinn Coliseum Athletics Programs, Courts, Fitness Center, Lockers

SCH Student Health/Counseling Student Clinic, Health, Counseling

ZH Zabel Hall College of Business, College of Education, Eastern Promise, ROTC, Testing Center

Monmouth Campus

Western Oregon University Campus



ATHLETIC FACILITIES
 Aquatic Center
 McArthur Field
 NCAA Clubhouse
 New P.E.
 Old P.E.
 Peter Courtney Health and Wellness Center

FOOD SERVICE
 Hamersly Library
 (The Press)
 Valsetz Dining Hall
 Werner University Center

CLASSROOMS
 Bellamy Hall (HSS)
 Campbell Hall
 DeVolder Family Science Center

Instructional Technology Center
 Maple Hall
 Maaske Hall
 Modular Classrooms
 Natural Sciences
 Rice Auditorium
 Richard Woodcock Education Center
 Smith Music Hall
 West House
 Winters (Math/Nursing)

RESIDENCE HALLS
 Ackerman Hall
 Alder View Townhouses
 Arbor Park Apartments
 Barnum Hall
 Butler Hall
 Gentle Hall
 Heritage Hall
 Knox St. Family Housing
 Landers Hall

STUDENT SUPPORT
 Academic Programs & Support Center
 Advising Center
 Student Health & Counseling Center
 *WOU Welcome Center (2019)
 *Previously known as OMA (Oregon Military Academy)

OTHER
 Child Development Center
 Computing Services
 The Cottage
 Facilities Services
 Food Pantry
 Gentle House
 Lieuallen Administration
 Parking Services
 Public Safety
 Terry House

Portland Campus

OHSU Campus



Baird Hall	BH F-4	CDRC Child Development & Rehabilitation Center West	CDW F-11	Kohler Pavilion	I-5	Physicians Pavilion	H-4
BICC Biomedical Information & Communication Center & Library	BICC E-6	Dillehunt Hall	DH G-4	Mackenzie Hall	MAC E-4	Richard T. Jones Hall	RJH D-3
Biomedical Research Building	BRB G-3	Doernbecher Children's Hospital	G-8	Medical Research Building	MRB F-3	Sam Jackson Hall	G-4
Building 28	B28 F-10	Dotter Institute	DI H-13	Modular Office Building	MBS E-7	School of Dentistry	SOD I-6
Campus Services Building	CSB E-10	Emma Jones Hall	I-1	Multnomah Pavilion	H-3	School of Nursing	SON D-10
Casey Eye Institute	K-6	Energy Management Center	EMC E-13	OHSU Auditorium	AUD D-4	Shriners Hospital for Children	J-2
CDRC Child Development & Rehabilitation Center	CDRC H-12	EMERGENCY	F-6	OHSU Hospital	H-6	Transportation & Parking	T D-7
		Gaines Hall	GH C-11	OHSU Student Center	OSC F-7	VA Medical Center	J-10
		Hatfield Research Center	F-6	Physical Plant	D-7	Vollum Institute	VI E-3

MARQUAM HILL CAMPUS

- Parking Garage
- Information
- Tram
- Permit Parking Lot
- TriMet Bus Stop
- Walking Route



School of Nursing

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As Oregon's only academic health center, Oregon Health & Science University (OHSU) is responsible for educating the physicians, nurses, dentists and other healthcare professionals who will make up the majority of Oregon's healthcare providers in the future.

Oregon Health & Science University is firmly committed to a policy of affirmative action and equal opportunity.
For more information on affirmative action at OHSU: www.ohsu.edu/affirmative-action-and-equal-opportunity