SCHOOL OF NURSING

Catalog and student handbook

2019-2020

www.ohsu.edu/son

OHSU

Contact Information

www.ohsu.edu/son

Ashland Campus

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

541 552-6226

Klamath Falls Campus

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

541 885-1665

La Grande Campus

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

541 962-3803

Monmouth Campus

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

503 838-8179 or 503 838-8000

Portland Campus

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

School of Nursing Writing Resources 503 494-5452
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 Inclusion503 494-5657
OHSU Center for Student Access..... 503 494-0082
OHSU Office of Academic and
Student Affairs..... 503 494-7878
OHSU Registrar and Financial Aid
..... 503 494-7800 or 800 775-5460
OHSU Student Council..... 503 494-9072
OHSU Student Center..... 503 494-8296 or
.....877 342-3907 for phone orders
OHSU Transportation and Parking..... 503 494-8283
Biking to Marquam Hill..... ***www.ohsu.edu/bike***

Accreditation

The Oregon Health & Science University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) a regional 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, earning reaffirmation of accreditation at its Year One Self-Evaluation Report in 2016. OHSU's Fall 2018 Mid-Cycle report to NWCCU was accepted by the Commission. For more information, contact: NWCCU, 8060 165th Ave NE Suite 100, Redmond, Wash. 98052, 425 558-4224 or visit **www.nwccu.org**.

The Baccalaureate/master's/DNP program at the OHSU School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530 Washington, DC 20036 The Commission on Collegiate Nursing Education (CCNE) has accredited the Bachelor of Science (BS) in nursing, Master of Nursing (MN), and Doctor of Nursing Practice (DNP) degree programs through 2023.

For more information about accreditation, contact CCNE, One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, 202 887-6791, or www.aacnnursing.org/CCNE.

The nurse-midwifery program is accredited through 2021 by the Accreditation Commission for Midwifery Education (formerly the ACNM Division of Accreditation), American College of Nurse-Midwives. Contact ACNM, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910, 240 485-1802 or **www.midwife.org/acme**.

The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs until fall 2028. Contact Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, IL 60068-4001, 847-655-1160 or **accreditation@coa.us.com**.

The on-campus doctoral program is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

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

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

Liability and Insurance

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

Disclaimer

The information in this publication is as accurate as was possible to obtain at the time of publication. The provisions are subject to change without notice and do not constitute a contract with Oregon Health & Science University. The university is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of this publication. OHSU and the School of Nursing 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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About OHSU

Welcome to the University

It is my privilege to welcome you to OHSU.

OHSU has a proud tradition of attracting the best and brightest students and providing outstanding educational programs. You are the future of nursing care in Oregon. Because of you, I'm happy to say that future is bright.

As a student at Oregon's academic health center, you'll learn in one of the most interesting academic settings in the country. The OHSU School of Nursing is one of the very best, and our hospitals and clinics provide an outstanding environment for education. Because we treat some of the most complex patients in the nation, you'll be learning at a place where the complex treatment of diseases is routine –and the commitment to service and collaboration is next to none.

This is an exciting time to be a student at OHSU. The health care industry is changing in transformative ways, and we're positioned to lead that change. As part of Oregon's future nursing workforce, you'll also play an important role in that 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 is also in the midst of an exciting strategic planning process called OHSU 2025. In my opinion, the best way to build upon our history and tradition of excellence is to ask our "members", everyone, what should come next for our institution and how we get there. That's precisely why this strategic planning process is being driven by the principle of crowdsourcing. We have incredibly innovative educators here at OHSU, and I know that you will reap the benefits of this process very soon.

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 Mission Statement

Oregon Health & Science University is the state's only comprehensive public academic health center. Its fundamental purpose is to improve the health and well being of people in Oregon and beyond. A 10-member board of directors nominated by the governor and confirmed by the Oregon Senate governs the university.

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

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

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

Diversity Mission

The first goal of Vision 2020 captures the centrality of diversity to OHSU values and strategy: "Be a great organization, diverse in people and ideas." 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.

Service Excellence

As a mission-based organization with a vision to improve the health and wellbeing 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 re-made, every day, one encounter at a time.

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.

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.

OHSU Vision

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.

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.

Welcome to OHSU

Oregon Health & Science University is the state's only academic health center. It provides an uncommon array of services from providing the state's most comprehensive health care, to educating the next generation of clinicians and biomedical researchers, to achieving breakthroughs and innovations.

By the Numbers

Nearly one million patient visits each year. Educating thousands of future health care providers. You get the picture.

Immerse yourself in more facts and stats than you probably need 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 three 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: $2.8 billion

State appropriation: 1.3%

Research

Award dollars: $410 million

Invention disclosures: 151

Competitive research awards have increased nearly fivefold since 1995, the year OHSU became a public corporation.

OHSU ranks No. 35 on the Reuters 100: The World's Most Innovative Universities 2016.

OHSU named among the top 20 research institutions in the world by Nature in 2017.

Health care

U.S. News & World Report health care rankings, (2018-19). Best hospital in Oregon:

Adult specialties:

- Cancer: 28
- Cardiology and heart surgery: 41
- Diabetes and endocrinology: 39
- Ear, nose and throat: 25
- Geriatrics: 34
- Nephrology: 23

Children's specialties:

- Neonatology: 29
- Pediatric cancer: 41
- Pediatric diabetes and endocrinology: 35
- Pediatric nephrology: 25
- Pediatric neurology and neurosurgery: 36
- Pediatric pulmonology and lung surgery: 41
- Pediatric urology: 28

Patients

- Hospital admissions and medical clinic patients: 299,850
- Children: 70,930
- Adults: 228,920
- Dental clinics: 19,397 (FY 2017).
- Pediatrics: 3,759
- Adults: 15,638

Patient visits: Numbers reflect individuals who were seen and discharged. Patients who were admitted or transferred to an observation unit are counted in those categories.

Education

Students and trainees: 5,551

OHSU students: 2,672

Students in the OHSU-Portland State University School of Public Health: 1,491

Students in joint programs with Oregon State University: 379

Students in joint programs with the Oregon Institute of Technology: 164

Graduate medical education residents and fellows: 845

Faculty: 2,874

Degrees and certificates:

- Degrees awarded: 1,523
- Degree programs (associate degree through Ph.D.): 57
- Certificate programs: 11

Philanthropy

OHSU fundraising (philanthropy from our donors): $144 million from 12,200 donors bringing total giving to the OHSU Foundation's Onward campaign, launched in 2015, to $1.7 billion.

Facilities and Employees

Employees: 16,478

OHSU students: 2,672

- Students in the OHSU-Portland State University School of Public Health: 1,491
- Students in joint programs with Oregon State University: 379
- Students in joint programs with the Oregon Institute of Technology: 164
- Graduate medical education residents and fellows: 845

Health care facilities:

- OHSU Hospital
- OHSU Doernbecher Children's Hospital
- Two partner hospitals, Tuality Healthcare and Adventist Health Portland
- Clinics across Oregon

U.S. News & World Report rankings:

- Best hospital in Oregon (2018-19)
- Health care national rankings in six adult specialties and seven children's specialties (2018-19)
- Education rankings in six programs and more than 10 specialties (2020)

Licensed beds: 576 (OHSU and Doernbecher)

Annual operating budget: $3 billion

Oregon economic impact (2014 study): $4.3 billion and 34,000 jobs

Fundraising: $144 million from 12,200 donors; Onward campaign, launched in 2015, now totals $1.7 billion

Value of OHSU's fiscal 2017 community contributions: $437 million

Alumni

Number of alumni overall: 39,873 (FY 2017)

Alumni living in Oregon: 21,206

All data is from fiscal year 2017 with the exception of education statistics, which reflect the academic calendar year, and the philanthropy campaign total.

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.

Message from the School of Nursing Dean

It is my pleasure to congratulate and welcome you into the Oregon Health & Science University (OHSU) School of Nursing community. The OHSU School of Nursing is the only school that serves all of Oregon, with five campuses around the state, hybrid/distance programs, and as the university partner of the Oregon Consortium for Nursing Education. Meeting the baccalaureate and higher degree nursing workforce needs across the state and beyond is part of our mission, and we prepare highly-qualified clinicians, educators, scientists, administrators, and improvement scientists, who are ready to lead for a better future. You have been selected because of your accomplishments to date and promise for the future.

The OHSU School of Nursing is a leader in population health and social determinants of health. In a January 2019 report on Population Health in Nursing, the Robert Wood Johnson Foundation cited OHSU SoN as one of six U.S. schools of nursing demonstrating promising emerging models of practice and education for population health. This recognition was earned through our population health curricula and our Interprofessional Care Access Network (I-CAN) model, with multiple sites across Oregon. As a student, you may have the opportunity to practice and learn through I-CAN.

We embrace the American Association of Colleges of Nursing (AACN) vision for academic nursing, which defines nursing as a full partner in healthcare delivery, education, and research, integrated and funded across all professions and missions in the Academic Health System (AACN, 2016, p.3). Our faculty educators, scientists, and clinicians are leading in and contributing to this triple mission, through their own contributions and those of their students and graduates. OHSU is also a leader in interprofessional education, to improve team-based care and research.

The OHSU School of Nursing is fully committed to welcoming, valuing, and respecting all. We continue to build diversity across our community of students, faculty, and staff and to develop a stronger culture of sensitivity and inclusion to guide our interactions, our teaching and learning, practice, and research. We are sustaining international relationships that contribute to exchanges of ideas, mutual learning, and collaboration.

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, including rural health; attending open lectures and presentations; and seeking global experiences.

Health and heath care remain top priorities for the United States and the globe. No aspect of these priorities can be addressed without nurses. The demand for highly-qualified nurses in clinical care, leadership, teaching and research is expected to continue growing for the foreseeable future, as nurses are central to health care teams and optimizing models of care.

I wish you the best along your journey here at OHSU.

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

School of Nursing Deans

1920-1932

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

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

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

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

Devon Berry, Ph.D., M.S.N., R.N.
Executive Associate Dean

Dana Bjarnason, Ph.D., R.N., N.E.-B.C.
Vice President & Chief Nursing Officer, OHSU Healthcare
Associate Dean for Clinical Affairs

Amy Goltz, M.A.
Associate Dean for Finance and Administration

Academic Affairs

Senior Associate Dean for Academic Affairs, In Search

Kimberly DeRienzo, B.A.
Assistant Dean for Academic Services

Tatum Korin, Ed.D., M.A.
Assistant Dean for Education

Academic Programs

Gail Armstrong, Ph.D. D.N.P., A.C.N.S.-B.C., C.N.E.
Assistant Dean for DNP Program (8/1/2019)

Angela Docherty, Nurs.D., M.P.H., R.N.
Campus Associate Dean for Monmouth

Martha Driessnack, Ph.D., R.N., P.P.C.N.P.-B.C.
Interim Program Director for PhD Program

Cathy Emeis, Ph.D., C.N.M.
Program Director for Nurse Midwifery

Carla Hagen, Ph.D., M.P.H., R.N.
Campus Associate Dean for LaGrande;
Regional Associate Dean, OHSU Campus for Rural Health-NE Oregon

Kristin F. Lutz, Ph.D., R.N.
Interim Assistant Dean for Portland Undergraduate Programs

Glenise McKenzie, Ph.D., M.N., R.N.
Program Director for RN-BS

Deborah Messecar, Ph.D., M.P.H., R.N., C.N.S.
Program Director for Master of Nursing Education;
Co-Director for Veterans Affairs Nursing Academic Partnership (VANAP)

Joanne Noone, Ph.D., R.N., C.N.E., A.N.E.F., F.A.A.N.
Campus Associate Dean for Ashland

Lisa Osbourne-Smith, Ph.D., C.R.N.A., Ret. Capt., USN
Program Director for Nurse Anesthesia

Tamara Rose, Ph.D., R.N.
Campus Associate Dean for Klamath Falls

Amy Miner Ross, Ph.D., R.N., C.N.S.
Program Director for Health Systems and Organizational Leadership

Margaret Scharf, D.N.P., P.M.H.N.P./C.N.S-B.C, F.N.P-B.C.
Program Director for Psychiatric Mental Health Nurse Practitioner; Interim Program Director for Post-Master DNP

Benjamin Schultze, Ph.D., M.S.N., M.Ed., A.C.N.P., R.N.
Program Director for Adult Gerontology Acute Care Nurse Practitioner

Asma Taha, R.N., C.P.N.P.-P.C./A.C., P.C.N.S-B.C.
Program Director for Pediatric Nurse Practitioner

Teresa Turnbull, D.N.P, F.N.P.-C
Program Director for Family Nurse Practitioner

Research Affairs

Senior Associate Dean for Research Affairs, In Search
Executive Specialist – Maureen Moncada, B.S.

Student Affairs & Diversity

Peggy Wros, Ph.D., R.N.
Senior Associate Dean for Student Affairs & Diversity
Executive Specialist – Maureen Moncada, B.S.

Hill Taylor, Ph.D., M.S., M.A.
Director of Learning Support

Tami Buedefeldt, B.S.
Director of Admissions

Find the complete SoN orginizational chart at*:*
www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/organizational-charts.cfm

About the School of Nursing

Vision, Mission and Values

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

Vision: The OHSU SoN leads through excellence in nursing education, research, and practice to improve health and transform health care.

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

Values: We value integrity, diversity, collaboration, innovation and excellence.

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 into the program in 1956 under the guidance of Elnora Thompson, a leader in the field. In 1947, a $60,000 grant from the W.K. Kellogg Foundation made possible a teaching and supervision program for baccalaureate-prepared registered nurses which in 1955 became the Master of Science degree in nursing education.

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. Eastern Oregon University continues to be one of the campuses for the OHSU School of Nursing.

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 allows students to interact with nationally and internationally recognized faculty from three dynamic universities and combines broad training in public health with specific training in one of the specialty tracks offered at the participating universities. In 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.

The 2011 edition of the *US News & World Report* ranking of America's Best Graduate Schools listed the OHSU School of Nursing seventh in the country. Several of our specialty areas were also ranked, with nurse-midwifery No. 1 in the nation. Additionally, the family nurse practitioner program ranked sixth in the country.

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. Starting summer 2019 Advanced Practice Registered Nursing Programs will transition to offering the Doctor of Nursing Practice degree exclusively.

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 forty years ago. 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 647,805 (2017), 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

2019-2020 Tuition and Fees

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

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

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
Same day transcript fax and e-mail service	$25
Credit-by-examination	up to $40
Late registration fee	$35
Graduation application fee	$60

Financial Assistance and Scholarships

Oregon Health & Science University awards grants, loans, scholarships and employment-related tuition discounts available for the purpose of aiding eligible students who need assistance with financing their education. Applicants must apply and be admitted to 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 **www.fafsa.ed.gov** beginning in October. The priority filing date is March 1 of each year. The FAFSA form may be completed after March 1; however, some aid programs are limited and require early application.

Federal programs available to students include: Federal Work-Study, Pell Grants, Supplementary Educational Opportunity Grant, Direct Stafford Loans/Plus Loans, Perkins Loans and Nursing Loans. Institutional loan funds are available to eligible students based on limited bases. Each of these loan programs has unique guidelines and restrictions; contact the OHSU Financial Aid office for assistance.

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. Additional information about this process is included with the Notification of Eligibility sent by the financial aid office.

If you qualify for veterans benefits, contact the Registrar and Financial Aid Office at 503 494-7800 regarding certification.

State of Oregon financial assistance programs can be located at the Oregon Student Access Commission at: **www.oregonstudentaid.gov/home.aspx**

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

The School of Nursing has the Harding Loan available 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.

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.

OHSU has a commitment to providing all students with a comprehensive program of debt management counseling and financial planning services through the OHSU Office of Student Financial Aid. These services include individual meetings with a financial counselor, ongoing educational activities and online resources with links to national resources/tools to help students strategically manage the repayment of educational debt. All student loan borrowers are required to use these services as a condition of their loan. Students who do not borrow to finance their education are encouraged to utilize the financial planning resources of the Office of Student Financial Aid.

Students experiencing difficulty paying the full amount of their tuition are encouraged to call 503 494-7800 (Financial Aid Office) to discuss if there are any possible financial aid options or the OHSU Business Office at 503-494-2166 to make payment arrangements. Students must have written approval from the Business Office for extended payments. Students will not be allowed to attend courses until their registration is complete. Transcripts will be held pending full payment of all bills to OHSU.

School of Nursing Scholarships

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

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

All awards are distributed based according to 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 **http://www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/index.cfm**. 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.

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

OHSU Values the Power of Difference

Diversity at OHSU means creating a community of inclusion. We honor, respect, embrace and value the unique contributions and perspectives of all employees, patients, students, volunteers and local and global communities. Diversity includes age, culture, disability, ethnicity, gender, national origin, race, religion, sexual orientation, diversity of thought, ideas and more. Diversity maximizes our true potential for creativity, innovation, quality patient care, educational excellence and outstanding service.

OHSU provides equal opportunities to 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 Affirmative Action and Equal Opportunity Department. 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/xd/about/services/affirmative-action-and-equal-opportunity/about/index.cfm**. Inquiries about Title IX compliance or sex/gender discrimination may be directed to the OHSU Title IX coordinator: Laura Stadum: **www.ohsu.edu/aaeo**. Title IX inquiries may also be directed to the U.S. Department of Education Office for Civil Rights, 800 421-3481.

SoN Admission Vision, Mission, and Values

In conjunction 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 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.

Nursing Programs At-A-Glance

	Bachelor of Science	Master of Nursing***	Post-master's Certificate****	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.

*** MN programs are no longer offered for new applicants in the Advanced Practice Registered Nurse Practitioner programs.

****Certificate programs are no longer offered for new applicants in the Advanced Practice programs.

Admissions Mission: To actively recruit and retain highly qualified and diverse students in all nursing programs and campuses.

Admissions Values: We value applicants who demonstrate:

- Academic, professional and leadership excellence that indicates a potential for success in the education program and in nursing practice, education and research.
- A vision, motivation and understanding of the nursing profession and the broad spectrum of nursing roles.

Potential to enhance, broaden and contribute a diverse perspective to the experiences of students and faculty in education, practice, and research.

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 office 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.

All application materials become the property of the School of Nursing and will not be returned to the student or another party. Application fees and enrollment deposits are 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 master's level to doctoral level or 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

A student who has withdrawn from an OHSU SoN program and is seeking readmission must complete the application and pay the application fee; submit a letter stating the reasons for seeking readmission; and submit documentation of academic performance, work experience or both since leaving the program. Student academic record, reason for withdrawal and available clinical and classroom resources are considered when assessing re-enrollment requests.

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 or PMCO applicants.*

International Applicants

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 cumulative[1] 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 (9 quarter credits are required for the degree.)**		◆		
Humanities (3 quarter credits)		◆		
Electives (to equal a total of 45 quarter credits of prerequisites completed)	◆			
Recommended:				
Foreign Language Proficiency	◆	◆		
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.

**Depending on courses taken, 8 credits may meet this requirement. One additional elective credit may be needed to meet the overall degree credit requirements.

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

Written English 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

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

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

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

Students should refer to the course equivalency guides at **www.ohsu.edu/xd/education/schools/school-of-nursing/admissions/prerequisites.cfm** 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 3.0 Science GPA for all except Nursing Education and HSOL.	Not required	Pass a statistics course with a "B-" or better within five years before entry.	Yes	No
Post-master Certificate	Master's degree in nursing or related field	3.0 Cum GPA Science GPA not required	Not required	Not required	Yes	Varies
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.

Compliance and Immunization Requirements

All OHSU students are required to provide documentation regarding the completion of their immunization and compliance records as identified in the Student Compliance and Drug Screening policy 50-01.15 and the OHSU Student Health Service pre-entry guidelines policy 02-01.001. Documentation of compliance with these requirements will be made available upon request to the requesting clinical placement agency. Students are responsible for keeping their immunizations current during their academic program and may be required to comply with additional requirements throughout their program of study.

Failure to comply with these compliance requirements will result in a registration hold and will restrict students' progression (e.g., enrollment in courses, access to clinical placements, etc.) and may be grounds for dismissal. 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 the required immunization and compliance items:

- 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 trainings[1]
- 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
- Evidence 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

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

[2] The 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 Compliance Requirements[1]

- 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

To be compliant with OHSU student drug screening policy (OHSU 02-01-003), Oregon law and federal law, 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 drug screen 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/xd/education/student-services/joseph-trainer-health-wellness-center/insurance-plan/student-insurance-plan.cfm?WT_rank=1)

	Updated Immunization Record or Plan to Complete Immunizations	OHSU University Fee	OHSU Student Health Insurance or Approved Waiver[1]
Distance Programs[2]:			
RN to BS	Yes	Yes	No
On-site Programs:			
Bachelor of Science	Yes	Yes[3]	Yes
Master of Nursing	Yes	Yes	Yes
Postmaster Certificate Option	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 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 distance 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 may take coursework online or face-to-face on the Portland Campus (the Portland campus option is only available to OCNE community graduates).

RN-BS to Master's

Students admitted to the RN-BS to Master's in Nursing Education or RN-BS to Health Systems and Organizational Leadership programs may continue to the graduate program after successful completion of the baccalaureate program. Entrance into the master's program begins immediately after successful completion of the RN-BS program.

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 Master's, 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 nursing 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 Competencies

The competencies defined by faculty in OCNE partner programs are based on a view of nursing as a theory-guided, safety-oriented, evidence-based discipline. The competencies recognize that effective nursing requires a person with particular values, attitudes, and practices. Accordingly, there are two categories of competencies: professional competencies

and nursing care competencies. **Professional competencies** define the values, attitudes and practices that competent nurses embody and may share with members of other professions. **Nursing care competencies** define relationship capabilities that nurses need to work with 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 guideline.

   1.3 Nursing has a legal scope of practice and professionally defined standards that enable nurses to practice at the top of their license.

2. A competent nurse uses reflection, self-analysis, and self-care to develop insight through the understanding that…

   2.1 Ongoing reflection, critical examination and evaluation of one's professional practice and personal life improves nursing practice.

   2.2 Reflection and self-analysis encourage self-awareness, self-regulation and self-care.

3. A competent nurse engages in intentional learning with the understanding that…

   3.1 Engaging in intentional learning develops self-awareness of the goals, processes, and potential actions of this learning and its effects on patient/client care.

   3.2 Purposely seeking new, relevant knowledge and skills guides best practice development, supporting safe and effective patient/client care.

   3.3 Integrative thinking establishes connections between seemingly disparate information and sources of information that will be applicable in any situation.

   3.4 Using an array of communication and information technologies enhances continuous, intentional learning.

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/client needs, improve the health care system and facilitate community problem solving.

   4.2 Nurses effectively use management principles, strategies and tools to improve systems, processes and outcomes.

   4.3 Nurses are skilled in working with assistive nursing personnel including the assignment/delegation of responsibilities and supervision.

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

   5.1 The patient/client is an essential member of the health care team.

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

   5.3 Learning and growth depend on providing, receiving and using feedback in a constructive manner.

   5.4 Supporting the development of colleagues creates a just culture in the health care setting.

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 system must be considered when coordinating or planning care and when engaging with the multidisciplinary team.

6.2 Improvements to health care utilize information technology for the collection and analysis of data.

6.3 System-level thinking is required in the development and implementation of health policy to achieve health equity.

6.4 Improving health literacy and expanding access to health care are essential to improve outcomes.

6.5 Responsible management and utilization of health care resources is essential.

Nursing Care Competencies

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

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

7.2 Culture, history, health disparities, family and community must be considered in a patient/client-centered approach.

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

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

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

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

   8.4 Health teaching requires attention to the patient's/client's and family's health literacy, cognitive and physical abilities, as well as 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 Nursing judgment is an iterative process of noticing, interpreting, responding, and reflecting.

   9.3 Noticing, interpreting and responding require use of best available evidence, a deep understanding of the patient/client experiences and cultural influences, recognition of contextual factors as well as one's own biases that may influence judgments and sound clinical reasoning.

   9.4 Clinical judgment involves the accurate performance of cognitive, affective, and psychomotor skills in the delivery of care while maintaining safety of the patient/client, family, community, environment, and self.

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

    10.1. Legitimate sources of evidence for decision-making include research evidence, standards of care, community perspectives, a deep understanding of patient/client 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.

    10.3 Best practice in nursing is continuously modified.

Bachelor of Science Degree Requirements

Non-Nursing Courses* (87 credits)	*Credits*
Natural Science Group (26 credits)*	
Anatomy and Physiology I, II, III	12
Nutrition	3
Microbiology	4
Intro to Genetics	3
Statistics	4
English (9 credits)*	
Written English/English composition	9
Humanities (9 credits)*	
English (non-composition), foreign languages, history of art or art appreciation, history of music or music appreciation, linguistics, philosophy, religion, speech or theatre arts, and women's studies	9
Social Science (9 credits)*	
Human growth and development (Lifespan)	3
Social science electives (e.g., anthropology, psychology, political science, sociology, economics, general social science, history)	6
Electives	**34**

Nursing Courses (93 credits)		*Credits*
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
NRS 221/321	Nursing in Chronic Illness II and End of Life	9
NRS 222/322	Nursing in Acute Care II and End of Life	9
NRS 410**	Population Health Practice	9
NRS 411**	Epidemiology	3
NRS 412**	Nursing Leadership in Health Care Delivery Systems	10
NRS 413**	Introduction to Research for Nurses	2
NRS 424**	Integrative Practicum I ++	9
NRS 425**	Integrative Practicum II	9
Nursing Credits		**93**
Non-Nursing Credits*		**53**
Electives		**34**
Total Credits		**180**

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

++ *Students with an AAS in Nursing from an OCNE partner school may articulate NRS 224 for NRS 424. 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

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or one semester of the same college level language; or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework, 15 of 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*
Arts, letters and sciences elective**		8-12
Computer Literacy/Competency**		varies
Foreign Language Competency**		varies
Human Anatomy Physiology**		12
Human Development**		3
Humanities Electives**		3
Nutrition**		3
Microbiology with lab**		4
Social Science Electives**		6
Written English/English Composition**		6
Math 95 or Higher** +		4
Sophomore Year (42 credits)		
Introduction to Genetics**		3
Humanities Electives**		3
English Composition**		3
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*
NRS 221/321	Nursing in Chronic Illness II and End of Life	9
NRS 222/322	Nursing in Acute Care II and End of Life	9
NRS 410	Population Health Practice	9
NRS 411	Epidemiology	3
Statistics**		4
Humanities Electives**		3
Arts, Letters and Sciences Electives**		9
Senior Year (43 Credits)*		
NRS 412	Nursing Leadership in Health Care Delivery Systems	10
NRS 424	Integrative Practicum I	9
NRS 413	Introduction to Research for Nurses	2
NRS 425	Integrative Practicum II	9
Total Credits		**180**

* *Selected 400-level courses may be offered either in the junior or the senior year. Check individual programs of study for current cohort sequencing. NRS 424K, Focus on Successful Student Transition, 1 credit, is required for post-AAS on campus students only.*

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

\+ *Competency for Math 95 or above must be demonstrated 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*

Accelerated Bachelor of Science Students Degree Requirements

Prerequisites (with a grade B or better.)

Human Anatomy Physiology: one year long course with lab
Nutrition: one course
Human Growth Development: one course
Microbiology: one course
Introduction to Genetics: one course or a module within a course
Statistics: one course

Nursing Courses (72 credits)		*Credits*
NRS 210	Foundations of Nursing: Health Promotion	9
NRS 230	Clinical Pharmacology I	3
NRS 231	Clinical Pharmacology II	3
NRS 232	Pathophysiological Processes I	3
NRS 233	Pathophysiological Processes II	3
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)

	Credits
Natural Science Group (26 credits)*	
Anatomy and Physiology I, II, III with lab	12
Nutrition	3
Microbiology with lab	4
Introduction to Genetics	3
Statistics	4
English (9 credits)*	
Written English/English composition	9
Humanities (9 credits)*	
English (non-composition), foreign languages, history of art or art appreciation, history of music or music appreciation, linguistics, philosophy, religion, speech or theatre arts, and women's studies	9
Social Science (9 credits)*	
Human Growth and Development (Lifespan)	3
Social science electives (e.g., anthropology, psychology, political science, sociology, economics, general social science, history or criminology)	6
Electives	**34***
15 upper-division non-nursing credits must be taken in a field other than nursing	

Nursing Courses (33 credits)

		Credits
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 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**

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

Note: Coursework may be completed online.

Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or one semester of the same college level language (6 credits total); or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework, 15 of which must be arts, letters and sciences.
- 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 Traditional[1] Non-OCNE Associate Degree Graduates

Non-Nursing Courses*(87 credits)	*Credits*
Natural Science group (26 credits)*	
Anatomy and Physiology I, II, III with lab	12
Nutrition	3
Microbiology with lab	4
Introduction to Genetics	3
Statistics	4
English (9 credits)*	
Written English/English composition	9
Humanities (9 credits)*	
English (non-composition), foreign languages, history of art or art appreciation, history of music or music appreciation, linguistics, philosophy, religion, speech or theatre arts and women's studies	9
Social Science (9 credits)*	
Human Growth and Development (Lifespan)	3
Social science electives (e.g., anthropology, psychology, political science, sociology, economics, general social science, history or criminology)	6
Electives	**34***
15 upper-division non-nursing credits must be taken in a field other than nursing	

Nursing Courses (39 credits)		*Credits*
NRS 311	Health Promotion and Pathophysiological Processes	3
NRS 312	Chronic Illness and End of Life	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
Articulation Credits (18 credits)		**18**
Transfer Credits from ADN program accepted for lower division nursing (36 credits)		**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.*

Note: Coursework may be completed online.

[1]Other Graduation Requirements

- Language proficiency is a baccalaureate graduation requirement that can be met by: 1) two years of the same language in high school; 2) two quarters or one semester of the same college level language (6 credits total); or 3) demonstrating language proficiency through an approved language assessment examination.
- 62 credits must be upper-division (300- or 400-level) coursework, 15 of which must be in 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.

RNBS Transcript Evaluation

Students can receive up to 36 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 2020 *US News & World Report* ranked the school's Nurse-Midwifery program as fourth nationally and our Family Nurse Practitioner is ranked 19th. Online Graduate programs were ranked 19th. The master's, post-master's and doctoral programs provide graduate students the opportunity to learn in an academic health care and research-rich environment.

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 competencies 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.
3. Make sound, culturally appropriate and ethically grounded clinical 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.

The general competencies 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 health systems and organizations. Nurses will learn about the contextual attributes of complex dynamic health care delivery systems, sustainable organizations, the legislative and regulatory environment and the financial and human resources that support the health care endeavor. Complexity and quality science 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 competencies:

1. Apply advanced knowledge of nursing and health systems theories to positively impact organizational, care delivery and policy outcomes at a population level.
2. Integrate nursing and health systems knowledge in leading and advocating for the design, implementation and improvement of sustainable person-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 (8 credits)

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

Health Systems Core (19 credits)

NURS 509HS	Practicum: Practice in Leading Effective Organizations	10
NURS 548/748	Quality Science in Health Services and Academic Practice	3
NURS 549/749	Evidence Driven Clinical and Organizational Effectiveness	3
NURS 580	Budget and Finance for Nurse Leaders	3

Organizational Leadership Specialty Core (18 credits)

NURS 596/796	Complexity Science Approaches in Leading Academic and Health Services Organizations	3
NURS 597/797	Creating Sustainable Organizations	3
NURS 598	Managing Human Capital	3
NURS 599/799	Strategic Innovation and Health Care	3
NURS 595	Communication in Nursing Leadership	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

OR

BMI 517	Organizational Behavior and Biomedical Informatics	3

Purposed to create opportunity for students to seek careers anywhere within our varied healthcare delivery systems or the academic setting.

Total Credits MN **48**

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. Demonstrate advanced knowledge in a specialty area of nursing practice.
2. Use emerging information technologies to access current research and health care data.
3. Make sound and ethically grounded clinical judgments, drawing on best available evidence.
4. Demonstrate the leadership skills that are essential for influencing policy within organizations and for improving patient care outcomes.
5. Demonstrate beginning competence as a nurse educator as evidenced by the ability to:
   a. Determine competencies for selected learner groups, written at appropriate level of achievement and relevant for the specialty;
   b. Design, implement and evaluate competency-based learning activities for classroom, lab and clinical settings using sound pedagogical and instructional design principles;
   c. Facilitate learning related to central nursing competencies, including evidence-based practice, clinical judgment, cultural humility, ethical reasoning and quality improvement;
   d. Recognize individual variations in learning styles and cultural understanding and incorporate this assessment into instructional planning;
   e. Use written and observational methods to assess student's learning;
   f. Incorporate emerging technologies into educational practice;
   g. Participate in curriculum development, program evaluation and improvement initiatives.

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.

Required courses: *Credits*

Core Courses (8 credits)

NURS 513	Concepts of Advanced Nursing Knowledge and Leadership	3
NURS 538/638	Emerging Trends in Nursing Education Curriculum	2
NURS 524	Evaluating Evidence	3

Specialty Courses (6 credits)

NURS 551/651	Complex Health Conditions	3
NURS 559/659	Understanding Social Determinants of Health	3

Nursing Education Core (18 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

Direct Care Core Nursing Courses (7 credits)

NURS 510	Health Assessment and Health Promotion in Vulnerable Populations	3
NURS 511	Current Issues in Pharmacology A Pathophysiologic Approach	4

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

OR

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

OR

Selectives for Community Health (6 credits)

NURS 547/647	Introduction to Epidemiology & Population Health	3
NURS 509A	Focus in Population Health	3

Electives (3 credits)

Total Credits MN **48**

Post-master's Certificate Options

For applicants who already have a master's degree in nursing but would like to earn a certificate in a second specialty, OHSU offers a post-master's certificate option (PMCO) in The Health Systems and Organizational Leadership (HSOL) program and the Masters in Nursing Education (MNE) program.

When a student is accepted into the HSOL PMCO a GAP analysis is conducted by the program director. As part of the process, the program director reviews the incoming student's prior transcripted coursework to identify any 'gap' that exists between the prior program of study and the current one before an individual program of study is developed.

It is the student's responsibility to provide documentation to assist the program director in making the decisions for completion of the GAP analysis. Documentation typically consists minimally of the title, description and objectives for previous coursework that might be applied to the PMCO as well as official transcripts. Depending on which courses/credits are satisfied, the length of time required to complete the program requirements may vary.

For the MNE program, a defined set of courses are required to complete the certificate:

NURS 561/66	Best Practices in Teaching Nursing	4
NURS 564/664	Clinical Teaching	3
NURS 591/691	Online Teaching	3
NURS 509AA/ 609AA	Practicum in Teaching	3
NURS 562/662	Learning Assessment in Nursing	2
NURS 563/663	Simulation	3

Total Credits **18**

For those seeking a second specialty in the APRN programs, students are required to complete the DNP degree. For more information, see the DNP program requirements.

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 DNP program competencies.

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:

Required courses:		*Credits*
DNP Core (46 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 & Health Systems	3
NURS 728	Health Policy and Population Health	3
NURS 790	DNP Practicum	9
Electives		3
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 AG ACNP 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 advisors 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 competencies:

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:		Credits
Advanced Practice Core (14 credits)		
NURS 515A	Advanced Physiology and Pathophysiology I	3
NURS 515B	Advanced Physiology and Pathophysiology II	3
NURS 517	Advanced Health and Physical Assessment	4
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	*Electives must be taken at the doctoral level. Some programs may advise suggested courses.*	3

Required courses:		Credits
AGACNP Specialty Core (54 credits)		
ACNP 701	Advanced Adult-Gerontology Pharmacology	2
ACNP 702	Diagnostic Reasoning in Adult-Gerontology Acute Care	2
ACNP 703	Management of Common Urgent Care Problems in Adult-Gerontology Acute Care	2
ACNP 740L	Acute Care Diagnostic and Clinical Lab I	1
ACNP 741	Management I for Adult-Gerontology Acute Care	3
ACNP 741L	Acute Care Diagnostic and Clinical Lab II	1
ACNP 742	Management II for Adult-Gerontology Acute Care	4
ACNP 742L	Acute Care Diagnostic and Cinical Lab III	1
ACNP 743	Management III for Adult-Gerontology Acute Care	4
ACNP 743L	Acute Care Diagnostic and Clinical Lab IV	1
ACNP 744	Management IV for Adult-Gerontology Acute Care	4
ACNP 744L	Acute Care Diagnostic and Clinical Lab V	1
ACNP 745	Management V for Adult-Gerontology Acute Care	4
ACNP 791	Practicum in Adult-Gerontology Acute Care I	2
ACNP 792	Practicum in Adult-Gerontology Acute Care II	3
ACNP 793	Practicum in Adult-Gerontology Acute Care III	4
ACNP 794	Practicum in Adult-Gerontology Acute Care IV	4
ACNP 795	Practicum in Adult-Gerontology Acute Care V	4
ACNP 796	Practicum in Adult-Gerontology Acute Care VI	4
Specialty Electives		3
Interprofessional Education (1 credit)		
IPE 501	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, monitoring 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.

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 1,120 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 compete a 4-week clinical placement at one of the OHSU rural campuses. The rural campus 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 competencies:

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

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 517	Advanced Health and Physical Assess.	4
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	*Electives must be taken at the doctoral level. Some programs may advise suggested courses.*	3

Required courses:		Credits
FNP Specialty Core (62 credits)		
FNP 714	Health Promotion and Health Protection	3
FNP 730	Professional Development for the Family Nurse Practitioner	2
FNP 740	Applied Clinical Reasoning	3
FNP 741	Family Primary Care Management I	4
FNP 742	Family Primary Care Management II	3
FNP 743	Family Primary Care Management III	3
FNP 744	Family Primary Care Management IV	3
FNP 781	Diagnostic and Procedures I	1
FNP 782	Diagnostic and Procedures II	3
FNP 791	Practicum in Care Management I	3
FNP 792	Practicum in Care Management II	3
FNP 793	Practicum in Primary Care Management III	3
FNP 794	Practicum in Primary Care Management IV	3
FNP 795	Practicum in Primary Care Management V	4
FNP 796	Practicum in Primary Care Management VI	6
FNP 797	Practicum in Primary Care Management VII	6
NMID 750	Reproductive Health Care Management	3
PNP 741	Advanced Practice Nursing Pediatric Primary Care I	4
PNP 745	Pediatric Pharmacology	2
Interprofessional Education (1 credit)		
IPE 712	Rural	1
OR		
IPE 501	Interprofessional Practice, Foundations Course	1
Total Credits DNP		**114**

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 Doernbecher Children's Hospital, Legacy Good Samaritan Hospital and Willamette Valley Medical Center (McMinnville, Ore). Students will travel to sites outside of the area too including Asante Three Rivers Medical Center (Grants Pass, Ore.) and St. Luke's Boise 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.), Providence Newberg Medical Center (Newberg, Ore.), Legacy Silverton Hospital (Silverton, Ore.), Curry General Hospital (Gold Beach, Ore.), Samaritan Pacific Community Hospital (Newport, Ore.), Prosser Memorial Hospital (Prosser, Wash.) and Good Shepherd Medical Center (Hermiston, Ore.). 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 competencies:

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.

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 517	Advanced Health and Physical Assessment	4
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	*Electives must be taken at the doctoral level. Some programs may advise suggested courses.*	3

Required courses:		Credits
NA Specialty Core (76 credits)		
NAP 730	Scientific Underpinnings for Nurse Anesthesia Practice	2
NAP 731	Anesthesia Pharmacology I	4
NAP 732	Anesthesia Pharmacology II	2
NAP 733	Fundamentals of Anesthesia Practice I	4
NAP 734	Fundamentals of Anesthesia Practice II	4
NAP 735	Anesthesia for Surgical Procedures	4
NAP 736	Anesthesia for Advanced Procedures	3
NAP 737	Anesthesia for Specialty Practice	2
NAP 738	Anesthesia and Co-Existing Disease	2
NAP 739	Regional Anesthesia Techniques	2
NAP 740	Nurse Anesthesia Seminar	5
NAP 790A	Clinical Practicum in Nurse Anesthesia	12
NAP 790B	Advanced Clinical Practicum in Nurse Anesthesia	30
Interprofessional Education (2 credits)		
IPE 711	Interprofessional Pain Management	2
Total Credits DNP		**129**

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 care for individuals from menarche to menopause, including health promotion, management of common gynecologic and health problems and the entire spectrum of pregnancy care from preconception through birth and the newborn period.

The program strives to prepare compassionate, skilled clinician-scholars willing to address the issues that affect the lives of women. Faculty members expect students to develop a strong evidence base for practice, exhibit 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 competencies the objectives 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.

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 517	Advanced Health and Physical Assessment	4
NURS 519	Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses	4
DNP Core (37 credits)		
NURS 720	Roles, Responsibilities and Concepts for Advanced Practice Nursing	3
NURS 728	Health Policy and Population Health	3
NURS 703A	DNP Project Planning	2
NURS 703B	DNP Project	5
NURS 723	Critical Appraisal of Evidence	3
NURS 725	Improvement Science	3
NURS 724	Application of Evidence to Clinical Practice	3
NURS 727	Leadership and Health Systems	3
NURS 726	Health Care Economics and Finance	3
NURS 721	Ethics for Advanced Practice Nursing	3
NURS 722	Informatics & Technology for Healthcare	3
Electives	*Electives must be taken at the doctoral level. Some programs may advise suggested courses.*	3

Required courses:		Credits
NM Specialty Core (64 credits)		
NMID 730	Fundamentals of Teaching Nurse-Midwifery Students	3
NMID 731	Fundamentals of Obstetric and Gynecologic Ultrasound	2
NMID 740	Perinatal Physiology	3
NMID 741	Foundations of Nurse-Midwifery Care During the Reproductive Cycle	2
NMID 742	Primary Care for Nurse-Midwives	4
NMID 743	Perinatal Pharmacology	2
NMID 750	Reproductive Health Care Management	3
NMID 751	Antepartum & Postpartum Management I	3
NMID 752	Antepartum & Postpartum Management II	2
NMID 753	Nurse-Midwifery Management in the Intrapartum Period	4
NMID 754	Advanced Reproductive Health C are Management	3
NMID 755	Management of the Newborn	2
NMID 791	Practicum in Antepartum & Postpartum Management	2
NMID 792	Practicum in Nurse-Midwifery Management of the Intrapartum Period	2
NMID 793	Practicum in Nurse-Midwifery Management I	3
NMID 794	Practicum in Nurse-Midwifery Management II	2
NMID 795	Practicum in Nurse-Midwifery Management III	2
NMID 796	Practicum in Nurse-Midwifery IV	2
NMID 797	Practicum in Nurse-Midwifery V	2
NMID 798	Practicum in Nurse-Midwifery VI	3
NMID 799	Advanced Practicum in Nurse-Midwifery Management	9
NMID 790G	Practicum in Advanced Women's Health Care	2
NMID 790P	Primary Care Practicum for Nurse-Midwives	2
Interprofessional Education (1 credit)		
IPE 501	Interprofessional Practice, Foundations Course	1
Total Credits DNP		**116**

Pediatric Primary & 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 competencies, 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 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 517	Advanced Health and Physical Assessment	4
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	*Electives must be taken at the doctoral level. Some programs may advise suggested courses*	3

PNP Core Courses (56 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:		*Credits*
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	2
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	3
PNP 795	PNP Clinical Practicum – Immersion I	5
PNP 796	PNP Clinical Practicum – Immersion II	5
Specialty S/electives (3 credits)		
NMID 750	Reproductive Health Care Management	3
OR		
PNP 744	Adolescent Health	3
Interprofessional Education (1 credit)		
IPE 501	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. PMHNP students complete courses across the lifespan. Students are provided with a strong foundation in personality development, pharmacology and psychopharmacology and therapy modalities. Additional coursework emphasizes the community mental system, health promotion in vulnerable populations and the development and current role of the PMHNP in the health system.

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 competencies but also the following PMHNP competencies:

1. Develop therapeutic relationships as a basis for provision mental health care across the lifespan.
2. Independently conduct a comprehensive psychiatric evaluation and a diagnostic and biopsychosocial formulation for mental health and psychiatric problems across the lifespan.
3. Utilize best practices and evidence to develop treatment plans in collaboration with patients, families and other care providers.
4. Manage the treatment of psychiatric disorders and mental health problems for safe and effective care across the lifespan including evaluation for quality outcomes.
5. Use effective communication skills and technologies to provide collaborative care for diverse communities.
6. Demonstrate standards of professional conduct including, integrity, honesty, self-reflection, ethical principles and legal responsibilities in professional activities.
7. Advocate for quality outcomes in mental health systems through policy change and quality improvement.

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 517	Advanced Health and Physical Assessment	4
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	*Electives must be taken at the doctoral level. Some programs may advise suggested course.*	3

Required courses:		*Credits*

PMHNP Specialty Core (59 credits)

PMH 750	Foundations for PMHNP Practice	2
PMH 771	Assessment and Diagnosis Across the Lifespan for PMHNP	6
PMH 772	Introduction to Psychotherapy	3
PMH 773	Psychotherapy and Therapeutic Interventions	5
PMH 755	Issues and Trends in Community Mental Health	4
PMH 774	Psychopharmacology Across the Lifespan for PMHNP	6
PMH 790 (K and KC)	Practicum in Advanced Psychiatric Mental Health Nursing: Children & Adolescents (KC) and Practicum in Advanced Psychiatric Mental Health Nursing: Adult (K)	25
PMH 775	PMHNP Professional Development & Engagement	6
Specialty Electives		2

Interprofessional Education (1 credit)

IPE 501	Interprofessional Practice, Foundations Course	1

Clinical requirement

A total of 25 credits of 790K Clinical Practicum (1,000 hours) is required, with a minimum of four credits in PMH 790K and 4 credits in PMH 790KC.

*25 total credits of clinical practicum required in these courses, a minimum 4 credits must be in 509K (Adult) and a minimum 4 credits in 509KC (Child).

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 618	Inquiry and Proposal Development I	2
NURS 619	Inquiry and Proposal Development II	2
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 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

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
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 CRPB 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/xd/education/schools/school-of-nursing/research/faculty-research.cfm**.

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 the framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as patient health practices. To support self and patient health practices,students learn to access research evidence about healthy lifestyle patterns and risk factors for disease and illness, apply growth and development theory, interview patients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills identified in the OCNE Core Nursing Skills document. May be offered on some campuses as NRS 210A (4 credits) and NRS 210B (5 credits).

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 assessment and common interventions (including relevant technical procedures) for patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, patient-centered 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 311 Health Promotion and Pathophysiological Processes
3 credits

This course introduces the concepts of personal and client health and behavior choice practices. Students learn to access research evidence about health promotion and health communication. To reduce health risks and enhance protective factors, students will explore behavior change, clinical practice guidelines and best practices related to health screening and assessment. Students learn about pathophysiological processes related to risk factors for disease and disease genesis. They find and relate research evidence about risk factors to a variety of audiences, including creating public education for diverse populations.

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

NRS 312 Chronic Illness and End-of-Life
3 credits

This course explores nursing care for people living with chronic illness and their families. Concepts to be examined include the impacts of pathophysiological processes, individual and family developmental stages, and spiritual and cultural beliefs on management of chronic illness from diagnosis through death. Ethical and legal issues related to advocacy, self-determination, autonomy,

organizational systems and economic policies that influence delivery of health services will be discussed. Evidence-based care, including symptom management, will be addressed.

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

NRS 331 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. Disease/illness trajectories and their translation into clinical practice, use of guidelines and/or standard procedures are considered in relation to their impact on providing culturally effective, patient/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 frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Includes classroom and clinical.

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. RNBS prior or concurrent NRS 412A.

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 safely 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, NRS 222/322; NRS 221/321; Prerequisite or Concurrent (depending on program): NRS410, NRS411, NRS412, NRS424, NRS425, NRS426

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 424I Focus on Specialty Nursing Topics through Guided Discovery I
1 credit

This course builds on prior learning about chosen specialty nursing topics, increasing the depth of understanding about a chosen patient population in a health care setting. The selected course topics are based on OCNE competencies, course outcomes for NRS 426 and prevalent problems in the care of individuals, families and populations. This is a student-driven course where specialty topics will be chosen by the student and approved by the faculty. The topics will vary according to the clinical placement and interest of the student. Selection of topics will be guided by faculty, with students independently exploring pertinent reading. Teaching-learning will be done through online

sources and clinical learning experiences.

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

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 425I Focus on Specialty Nursing Topics through Guided Discovery II

1 credit

This course builds on NRS 424I. It focuses in detail on three aspects of nursing care in the chosen population setting: 1) goals of care, 2) continuity of care and 3) transitions. The emphasis is on learning in depth about goals and continuity of care for clients and their families, and populations and issues related to transitions. Selection of pertinent reading will be guided by faculty, with students independently exploring applications to practice. Teaching-learning will be done through online sources and clinical learning experiences.

Prerequisites: Admission to the Baccalaureate Completion Program for RNs (RNBS), NRS 424I. Concurrent: 426A or B.

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 507B Fundamentals of Teaching Nurse-Midwifery Students
3 credits

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

Prerequisites: None.

NURS 507D Practicum in Nurse-Midwifery Education
2 credits

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

Prerequisites: None

NURS 508 Concepts for Advanced Nursing Practice: Roles and Ethics
3 credits

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

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 Focus in Psychiatric Mental Health

3 credits

This course develops and refines a student's competence in managing an educational program or health services with psychiatric mental health clients, their families and/or community. 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.

NURS 509CA Basic Principles of Anesthesia I Lab

1 credit

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

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

NURS 509CB Basic Principles of Anesthesia II Lab

1 credit

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

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

NURS 509CC Advanced Principles of Anesthesia I Lab

2 credits

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

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

NURS 509CD Advanced Principles of Anesthesia II Lab

2 credits

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

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

NURS 509CE Advanced Clinical Practicum in Anesthesia I

6 credits

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

Prerequisites: NURS 509CD, NURS 534 and NURS 537.

NURS 509CF Advanced Clinical Practicum in Anesthesia II

12 credits

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

Prerequisites: NURS 509CE.

NURS 509CG Advanced Clinical Practicum in Anesthesia III
12 credits

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

Prerequisites: NURS 509CF.

NURS 509CH Advanced Clinical Practicum in Anesthesia IV
12 credits

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

Prerequisites: NURS 509CG.

NURS 509CI Advanced Clinical Practicum in Anesthesia V
12 credits

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

Prerequisites: NURS 509CH.

NURS 509GA 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 clinical assessment, diagnostic reasoning, and bedside case presentation skills. Students perform comprehensive clinical assessments, including planning appropriate diagnostics, patient education, family interactions and therapeutic interventions. This course acts as the initial preparation for the four term clinical practicum series. Clinical placements are selected on the basis of a patient population within the AGACNP scope of practice. Students participate in a weekly clinical conference seminar.

Prerequisites: NURS 515B, NURS 519, NURS 517, NURS 529.
Concurrent: NURS 526A.

NURS 509GB Practicum in Adult-Gerontology Acute Care II
3 credits

This second clinical practicum initiates a four term (year-long) 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.

Prerequisites: NURS 509GA.

NURS 509GC Practicum in Adult-Gerontology Acute Care III
3 credits

This third clinical practicum continues a four term (year-long) 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.

Prerequisites: NURS 509GB.

NURS 509GD Practicum in Adult-Gerontology Acute Care IV

4 credits

This clinical practicum continues a four term (year-long) 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.

Prerequisites: NURS 509GC.

NURS 509GG Focus in Adult Geriatric Health

3 credits

This course develops and refines a student's competence in managing an education program or health services with adult geriatric clients, their families and/or community. Within one of these contexts, the student take a role in initiating, managing, or sustaining collaborative efforts related to a change and or improvement in services.

Prerequisites: None

NURS 509GI Diagnostic and Clinical Lab I, Adult Gerontology Acute Care

1 credit

This is the first course in a four term series of laboratory courses that focus 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. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

Prerequisites: NURS 526B.

NURS 509GJ Diagnostic and Clinical Lab II, Adult Gerontology Acute Care

1 credit

This is the second course in a four term series of laboratory courses that continue to focus 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. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

Prerequisites: NURS 526C.

NURS 509GK Diagnostic and Clinical Lab III, Adult Gerontology Acute Care

1 credit

This is the third course in a four term series of laboratory courses that continue to focus 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. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

Prerequisites: NURS 526D.

NURS 509GL Diagnostic and Clinical Lab IV, Adult Gerontology Acute Care

1 credit

This is the fourth and final course in a four term series of laboratory courses that continue to focus 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. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

Prerequisites: NURS 526E.

NURS 509GX Practicum in Adult-Gerontology Acute Care V

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.

Prerequisites: NURS 509GD.

NURS 509HS Practice in Leading Effective Organizations

1-3 credits

Based on extending the learner's skill set, the student will be advised and guided through a variety of practice settings. Before this course, students will be assessed based on the MN program general competencies, the MN health systems and organizational leadership competencies and the master's essentials competencies. Appropriate leadership settings will be selected to allow the student to complete or extend their competencies. Course may be retaken for a total of seven credits over the course of the program.

Prerequisites: Graduate standing.

NURS 509K Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults

1-6 credits per term (4-13 across program)

In the collaborative forum of NURS 509K, students will synthesize the knowledge and skills they acquire throughout their program of study. This synthesis will serve to prepare the student to enact the role of PMHNP in diverse clinical settings with a variety of psychiatric patient populations. Case presentations will form the basis of instruction, with journal discussions, process recordings and role play and relevant topics infused throughout the term. Students will also discuss general issues that arise in their concurrent clinical placements.

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

NURS 509KC Practicum in Advanced Psychiatric Mental Health Nursing Roles: Child and Adolescent

1-6 credits per term (4-13 across program)

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

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

NURS 509L Practicum in Antepartum and Postpartum Management
2 credits

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

Prerequisites: NURS 584.

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

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

Prerequisites: NURS 581.

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

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

Prerequisites: NURS 509M.

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

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

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

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

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

Prerequisites: NURS 509N.

NURS 509Q Advanced Practicum in Nurse-Midwifery
9 credits

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

Prerequisites: All midwifery coursework.

NURS 509R Practicum in Family Primary Care Management I
3 credits

Nursing 509R is the first of a five-quarter series of precepted 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 Nursing 521 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: NURS 514, NURS 515 A-B, NURS 517, NURS 518.

NURS 509S Practicum in Family Primary Care Management II
4 credits

Nursing 509S is the second of a five 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 Nursing 521 series of course, it builds the knowledge foundation covering clinical care management. The seminars facilitate the reflection, synthesis and integration of program coursework and clinical experience

Prerequisites: NURS 509R.
Concurrent: NURS 521A.

NURS 509T Practicum in Family Primary Care Management III
4 credits (5 credits Fall 2015 only)

Nursing 509T is the third of a five-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 beginning to entry professional level. In conjunction with the Nursing 521 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: NURS 509S, NURS 521A.
Concurrent: NURS 521B.

NURS 509U Practicum in Family Primary Care Management IV
4 credits

Nursing 509U is the fourth of a five- 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 Nursing 521 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: NURS 509T.
Concurrent: NURS 521C.

NURS 509V-A Procedures for Primary Care Advanced Practice Registered Nurses
1 credit

Nursing 509V-A is the first of a three 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: NURS 517, NURS 515A, NURS 515B, NURS 519, NURS 520.

NURS 509V-B Procedures for Primary Care Advanced Practice Registered Nurses
1 credit

Nursing 509V-B is the second of a three 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: NURS 509V-A, NURS 521A.
Concurrent: NURS 521B.

NURS 509V-C Procedures for Primary Care Advanced Practice Registered Nurses
1 credit

Nursing 509V-C is the third of a three 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: NURS 509V-B, NURS 521B.
Concurrent: NURS 521C.

NURS 509W Practicum in Family Primary Care Management V
5 credits

Nursing 509W is the fifth of a five-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 Nursing 521 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: NURS 509U.
Concurrent: NURS 521D.

NURS 509X Intrapartum Practicum in Nurse-Midwifery
2 credits

This course provides the less experienced midwifery student with the opportunity to obtain additional intrapartum midwifery management experience before starting the second year of the program of study. The focus will be upon basic management skills, including psychomotor skills and clinical decision making. Semi-weekly clinical seminars will be used to analyze case studies and review clinical experiences. This course is required for students entering the midwifery program without either employment experience as an RN in labor and delivery or previous birth experience as a direct entry midwife.

Prerequisites: NURS 581, NURS 509M.

NURS 509Y Primary Care Practicum for Nurse-Midwives
1 credit

This course focuses upon clinical application of content from NURS 585: Primary Care for Nurse-Midwives. Students will be assigned to primary care clinical sites with preceptor guidance and faculty supervision. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. This is a required course for midwifery students.

Prerequisites: NURS 515A and B, NURS 517, NURS 519A and NURS 519B.
Concurrent: NURS 585.

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 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 514 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 identify techniques for addressing these concepts in a clinical setting.

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 516 Advanced Pharmacology for Primary Care
2 credits

Advanced pharmacology and clinical application of drugs commonly prescribed in primary care settings to include population specific drug choices, dosing, monitoring, evaluation and patient education.

Prerequisites: Graduate nursing student status and completion of NURS 519. Other students need permission from the course coordinator.

NURS 517 Advanced Health and Physical Assessment
4 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: Concurrent NURS 518 for some specialties.

NURS 518 Reproductive Health Care Management
4 credits

This course focuses upon the application of research, theory and knowledge relevant to the common health needs and psychosocial experiences of men and women in relation to their reproductive physiology. This course provides the basic knowledge and practice essential for the advanced practice nurse in the area of reproductive health. It is required for students in the midwifery and family nurse practitioner programs.

Prerequisites: None.

NURS 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 520 Diagnostic Reasoning in Family Practice

3 credits

This course focuses on clinical decision making in the assessment and management of episodic primary care health problems across the lifespan. Application of the process for clinical decision-making (e.g., hypothesis formulation and hypothesis testing) is made using common primary care problems. A lab component allows for students to practice and improve these skills.

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

NURS 521A Family Primary Care Management I

4 credits

This is the first 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: NURS 509R, NURS 514, NURS 515 A&B, NURS 516, NURS 517, NURS 518, NURS 519, NURS 520.
Concurrent: NURS 509S.

NURS 521B 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: NURS 509S, NURS 521A.
Concurrent: NURS 509T.

NURS 521C Family Primary Care Management III

3 credits

This is the third 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: NURS 521B, NURS 509T.
Concurrent: NURS 509U.

NURS 521D 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.

Prerequisites: NURS 521C, NURS 509U.
Concurrent: NURS 509W.

NURS 523 Antepartum/Postpartum Management for FNPs

3 credits

This course focuses on the critical analysis and application of current theory, research and knowledge relevant to the primary management of childbearing families during the antepartum and postpartum periods. Particular attention is given to issues defining populations at greatest risk for adverse obstetrical outcome. Health care needs and beliefs of culturally diverse populations are addressed.

Prerequisites: NURS 517, NURS 518.

NURS 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 526A 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: None.
Concurrent: NURS 528.

NURS 526B 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.

Prerequisites: NURS 526A.

NURS 526C 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.

Prerequisites: NURS 526B.

NURS 526D 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 traumatic 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.

Prerequisites: NURS 526C.

NURS 526E 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 specific infectious disease, oncologic, hematologic, gastroenterological 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. While geriatric syndromes and considerations are taught throughout the 526 series, additional topics surrounding geriatric syndromes will be presented in this course.

Prerequisites: NURS 526D.

NURS 527 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.

NURS 528 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.

NURS 529 Diagnostic Reasoning in Adult Gerontology Acute Care

2 credits

This course explores the process of diagnosis by focusing on the cognitive processes necessary to ensure diagnostic accuracy. Concepts central to diagnostic methodology are explored, including hypothetico-deductive reasoning, logical fallacies, premature closure, and anchoring bias. Pre-test and post-test probabilities are discussed, and the influence of diagnostic test sensitivity and specificity on clinical diagnoses are explored. Clinical cases are presented on a weekly basis to assist in the development of clinical thinking.

Prerequisites: NURS 517.

NURS 531 Basic Principles of Anesthesia I

3 credits

A study of the basic principles of anesthesia practice encompassing the use of specialized equipment and consideration of pharmacology, pathophysiological as well as chemical and physical concepts applied to problems in the surgery/anesthesia setting.

Prerequisites: Admission to nurse anesthesia program.
Concurrent: NURS 509CA.

NURS 532 Basic Principles of Anesthesia II

4 credits

This course builds upon content presented in NURS 531 and includes concepts related to use of a variety of anesthetic techniques and locations.

Prerequisites: NURS 531 and NURS 535.
Concurrent: NURS 509CB.

NURS 533 Advanced Principles of Anesthesia I

4 credits

In-depth anesthesia knowledge and critical thinking skills are applied to a variety of common problems and conditions that require specialty surgical procedures. The concepts of anesthesia assessment, planning, techniques and pharmacologic interventions are applied to diverse patient populations requiring a variety of surgical specialty procedures.

Prerequisites: NURS 532 and NURS 536.
Concurrent: NURS 509CC.

NURS 534 Advanced Principles of Anesthesia II

4 credits

In-depth anesthesia knowledge and critical thinking skills are applied to patients, problems and conditions requiring highly specialized anesthesia or surgical intervention. The concepts of anesthesia assessment, planning, techniques and pharmacologic interventions are applied to patients with acute and chronic pain, obstetric and pediatric patients and patients with catastrophic conditions.

Prerequisites: NURS 533.
Concurrent: NURS 509CD.

NURS 535 Pharmacology of Anesthetic Agents I

3 credits

This course involves the study of the pharmacokinetics, pharmacodynamics, indications and contraindications of commonly used agents in the practice of anesthesia.

Prerequisites: Admission to the nurse anesthesia program.

NURS 536 Pharmacology of Anesthetic Agents II

3 credits

Continuation of NURS 535. This course involves the study of the pharmacokinetics, pharmacodynamics, indications and contraindications of commonly used agents in the practice of anesthesia.

Prerequisites: NURS 531, NURS 535, NURS 509CA.

NURS 537 Professional Issues for Nurse Anesthetists
3 credits

The focus of this course is on the identification and analysis of the professional components of nurse anesthesia practice emphasizing role development, medical, ethical and legal responsibilities, scope of practice and standards of care. Other areas that will be explored include quality assurance, legislative process, credentialing, professional organization, historical perspectives and analyzing complex practice models.

Prerequisites: NURS 533, NURS 509CC.
Concurrent: NURS 534 and NURS 509CD.

NURS 538/638 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 541 Mental Health and Illness: Theories, Systems, and Roles
2 credits

This course examines the theoretical frameworks and systems influencing current advanced psychiatric mental health nursing practice. The course is intended to provide a foundation for understanding the social movements, theories and theorists that have influenced psychiatric mental health nursing and inform current practice, including health and mental health promotion. Students will read and discuss classic interdisciplinary works and analyze their impact on our understanding of individuals, families, and communities. Historical and current contextual factors that affect the application of theory to mental health systems of care and practice will be explored. Research and trends influencing advanced psychiatric mental health nursing practice and roles will be examined.

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

NURS 544 Psychosocial Development in Advanced Practice Nursing
3 credits

This course will provide depth and refinement of knowledge of human development for advanced clinical practice with children, adolescents and adults. Psychological, cognitive and emotional theories will be studied and applied to individuals across the life span. Emphasis will be on understanding how development influences evolution of personality and character as well as how to utilize this understanding in assessing and providing patient care.

Prerequisites: Graduate standing.

NURS 545 Community Mental Health Systems for PMH Practice
3 credits

This course provides the knowledge base about community mental health systems for advanced psychiatric mental health nursing students. The course will explore and analyze local, regional and national community mental health systems as well as the policy decisions that affect mental health care. Strategies for contributing to and influencing the care of disadvantaged and marginalized mental health care consumers in publicly funded systems will be examined. The critical role of the PMHNP is promoting and managing the mental health of populations in the public sector will be analyzed with the goal of providing care for this vulnerable population.

Prerequisites: NURS 541.

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 548/748 Quality Science in Health Services and Academic Practice

3 credits

Quality science has a theoretical and practice foundation that will be the focus of this course. An introduction to key organizational functions that enhance clinical care and how they are constructed, measured and improved will be emphasized, along with tools that can be used to deconstruct and reconstruct both health services and academic processes. The use of valid and reliable metrics will be introduced, such that variation can be examined and minimized to produce effective and efficient client outcomes. The impact of designing care delivery systems that build capacity and the issues with sustaining capacity will be explored.

Prerequisites: Graduate standing or by permission of instructor for doctoral students.

NURS 549/749 Evidence Driven Clinical and Organization Effectiveness

3 credits

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

Prerequisites: NURS 596, 548 for MN students, or by permission of the instructor for doctoral students.

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 555 The Science of Child Development
4 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.

NURS 557 Advanced Nursing Practice-Pediatric 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: NURS 515A/B, NURS 517, and NURS 519; NURS 567A or permission of faculty.

NURS 558 Pediatric Chronic/Specialty Care Practicum
2 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.

Prerequisites: NURS 567A and NURS 568A or permission of faculty.

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 new advances in the science of learning as applied to performance-based curriculum models and instructional design. Students will review recent research on college teaching and nursing education, and have opportunity to develop basic skills in development of a syllabus, delivering a lecture for active learning and leading class discussions. Four credits, including laboratory

Prerequisites: None.

**Students admitted before fall 2011, please refer to previous catalog.*

NURS 562/662 Learning Assessment in Nursing
2 credits

This course introduces approaches, processes and tools that can be used to assess learning, especially in a practice discipline. Topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning and to guide performance assessment, construction of paper-and-pencil tests, the use of portfolios and issues in grading achievement.

Prerequisites: None.

**Students admitted before fall 2011, please refer to previous catalog.*

NURS 563/663 Simulation in Nursing Education
1 or 3 credits

Students will be introduced to the theoretical basis for simulation learning as well as a variety of simulation tools. Opportunities to experience and participate in realistic (high fidelity) simulation will be integrated, using scenario development, debriefing and assessment strategies. Emphasis will be placed on simulations that include clinical judgment, teamwork, interdisciplinary 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 565A Pediatric Assessment and 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.

NURS 565B Pediatric Assessment and Diagnostics II
3 credits (1.5 Theory/1.5 Lab)

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

Note: Students will be required to complete PALS/APLS certification by the end of this course.

Prerequisites: NURS 565A, NURS 569 & PALS certification.

NURS 566 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.

NURS 567A Advanced Nursing Practice – Pediatric Primary Care I
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.

NURS 567B Advanced Nursing Practice – Pediatric Primary Care II
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: NURS 515A/B, NURS 517, and NURS 519; NURS 567A, or permission of faculty.

NURS 568A Pediatric Primary Care Practicum I
2 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: NURS 515A/B, NURS 517, and NURS 519; NURS 567A, or permission of faculty.

NURS 568B Pediatric Primary Care Practicum 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: NURS 568A, or permission of faculty.

NURS 568C Pediatric Primary Care Advanced Practicum – Clinical Immersion I
4 credits

This first, advanced-level clinical course immerses advanced practice nursing students in pediatric primary care clinical settings. Emphasis is placed on continued integration of didactic content and beginning assimilation of the novice role of the primary care pediatric nurse practitioner, while interacting with children/families and other health care professionals. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Prerequisites: NURS 568B, or permission of faculty.

NURS 568D Pediatric Primary Care Advanced Practicum – Clinical Immersion II
3 credits

This second, advanced-level clinical course immerses advanced practice nursing students in a variety of pediatric primary care clinical settings. Emphasis is placed on synthesis of didactic content, continued assimilation of the novice role of the primary 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.

Prerequisites: NURS 568C, or permission of faculty.

NURS 569 Advanced Nursing Practice – 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.

Prerequisite: NURS 567A/B.

NURS 570A Pediatric Acute/Complex Care Practicum I
2 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.

Prerequisites: None.

NURS 570B Pediatric Acute/Complex Care Practicum II
3 credits

This second, beginning-level 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.

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

Prerequisites: NURS 570A or permission of faculty.

NURS 570C Pediatric Acute/Complex Care Advanced Practicum – Clinical Immersion I
4 credits

This first, advanced-level acute/complex clinical course immerses advanced practice nursing students in pediatric acute/complex care clinical settings. Emphasis is placed on continued integration of didactic content and beginning assimilation of the novice role of the acute care pediatric nurse practitioner, while interacting with children/families and other health care professionals. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Prerequisites: NURS 570B or permission of instructor.

NURS 570D Pediatric Acute/Complex Care Advanced Practicum – Clinical Immersion II
3 credits

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

Prerequisites: NURS 570C or permission of faculty.

NURS 571A Assessment and Diagnosis in Advanced Psychiatric Mental Health Nursing: Child and Adolescent
3 credits

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

Prerequisites include admission to PMHNP program, NURS 571B or permission of faculty of record.

NURS 571B Assessment and Diagnosis in Advanced Psychiatric Mental Health Nursing: Adult
3 credits

This course focuses on advanced nursing practices of assessment, diagnosis, evaluation and documentation of common mental health problems and the major psychiatric disorders of adulthood. Clinical approaches and methods for assessing and conducting psychiatric evaluations of adults are introduced, with attention to cultural and systems perspectives. Emphasis is placed on the use of the major psychiatric diagnostic taxonomy and criteria, standardized measurement tools, clinical consensus and evidence-based treatment guidelines and ongoing research in the field. Communication, education and collaboration with the client's formal and informal support systems and the interdisciplinary treatment team are also emphasized.

Prerequisites: Admission to PMHNP program or permission of instructor.

NURS 572A Therapeutic Interventions for Children and Families
3 credits

This course focuses on family assessment and child, adolescent and family intervention strategies used by advanced practice psychiatric mental health nurses across a range of clinical settings. Theory, research and practice guidelines relevant to clinical processes with children, adolescents and family systems will be emphasized. Diagnostic formulations of family system functioning and clinical formulations of child and adolescent treatment plans are the central focus of this course.

Prerequisites: NURS 571A, acceptance into graduate PMHNP program or permission of instructor.

NURS 572B Intro to Psychotherapy with Adults
3 credits

This course provides an overview of therapeutic intervention strategies utilized by the mental health nurse practitioners. Central to the course will be the therapeutic relationship and clinical formulation of treatment plans appropriate to the patient needs and treatment environment. Emphasis will be placed on the development of a therapeutic alliance, stabilization for therapy, psychodynamic principles, and supportive therapy behavioral strategies. An overview of group intervention will be provided.

Prerequisite: NURS 544.

NURS 572C Adult Psychotherapies
3 credits

This course surveys current brief psychodynamic, cognitive behavioral and interpersonal therapy models and prepares the student in advanced psychiatric mental health nursing to begin applying short-term, goal-oriented psychotherapeutic techniques. Students will build on their assessment and diagnostic skills to develop treatment goals and plans appropriate for the patient diagnosis, personality, presentation and primary concern. Additionally, students will learn to implement brief psychotherapeutic techniques appropriate for the patient's developmental and sociocultural context.

Prerequisites: NURS 544, NURS 571B, NURS 572B.

NURS 572E Psychodynamic Therapy
3 credits

This course will examine the use of theoretical models of personality, psychopathology and therapeutic process to guide the conduct of psychodynamic psychotherapy. Problem formulation and treatment planning, tracking the focus of therapy, implementing change and relationship management will be explored in the context of longer term therapy. The underpinning for the termination process will be provided.

Prerequisites: NURS 572B, NURS 572C.

NURS 574A Psychopharmacology: Adults
4 credits

This course provides a foundation in the fundamental concepts of general pharmacology, with an emphasis on the principles and practice of prescribing psychotropic medications. The course examines the basic neuroanatomical and neurophysiological principles that inform neurobiologically-based psychopharmacotherapeutic decision-making. This course will include an introduction to clinical application of psychopharmacological interventions.

Prerequisites: NURS 519, NURS 571B or permission from instructor.

NURS 574B Psychopharmacology: Children and Adolescents
2 credits

This course examines the neurobiological basis and developmental pharmacokinetics for psychopharmacological decision making with children and adolescents. This course is intended to provide a foundation in child and adolescent psychopharmacology for psychiatric-mental health nurse practitioners. Students will analyze current research, guidelines, clinical evidence and clinical assessment data to guide clinical decisions for prescribing and managing psychopharmacological interventions for children and adolescents with a variety of psychiatric illnesses. Issues of informed consent that affect prescribing to children and adolescents will be discussed.

Prerequisites: NURS 519, NURS 571A, NURS 574A concurrent or permission of instructor.

NURS 574C Advanced Psychopharmacology: Adults
2 credits

This course builds on the principles that were the focus of NURS 574A. Students will analyze and discuss the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits to which these symptoms can be putatively attributed and practice guidelines, with an emphasis placed on interactive learning via case studies. This course will

include the prescription of psychopharmacologic agents for adults with persistent, refractory symptoms; treating patients with co-morbid substance abuse issues; and other complex clinical situations.

Prerequisites: NURS 574A, NURS 574B.

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 581 Nurse-Midwifery Management of the Intrapartum Period
4 credits

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

Prerequisites: NURS 584, NURS 515A.
Concurrent: NURS 515B (optional).

NURS 582 Management of the Newborn
3 credits

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

Prerequisites: None.

NURS 583 Foundations of Nurse-Midwifery Care During the Reproductive Cycle
2 credits

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

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

NURS 584 Antepartum and Postpartum Management
5 credits

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

Prerequisites: NURS 517, NURS 518, NURS 583.

NURS 585 Primary Care for Nurse-Midwives
4 credits

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

Prerequisites: NURS 515A and B, NURS 517.

NURS 588 Advanced Women's Health Care Management
2 credits

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

Prerequisite: NURS 518.

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 594 Interdisciplinary topics in Pediatrics

2 credits

This course introduces health professional students to current and emerging topics in pediatric health care. Emphasis is placed on gaining insight into/from different perspectives within/across various health care disciplines.

Note: Includes attendance at an interdisciplinary Pediatric Grand Rounds or equivalent.

Prerequisites: Admission to OHSU PNP program or permission of faculty.

NURS 595 Communication in Nursing Leadership

3 credits

This course will explore the professional standards that describe nurses' responsibilities for communicating and relating effectively as a foundation for nurse leaders. Relationship and communication competency using a person-centered approach will be a major focus. High reliability organizations will be the lens for creating the structure for collaborative and effective exchange of information both individually and in teams.

Prerequisites: Graduate standing.

NURS 596/796 Complexity Science Approaches in Leading Academic and Health Services Organizations

3 credits

This course compares and contrasts traditional organizational leadership based on principles of reductionism with those of complexity science approaches, with an emphasis on helping leaders determine how to approach organizational decision-making and change dynamics using both traditions. Using cases from health services and the academy, students will examine Complex Adaptive Systems (CAS) and their attributes on nursing models of care. Special emphasis will be given to organizational decision-making, organizational co-creation and the leadership and management role adaptations necessary to function in dynamical organizations.

Prerequisites: Graduate standing or by permission of instructor for doctoral students.

NURS 597/797 Creating Sustainable Organizations

3 credits

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

Prerequisites: NURS 596 for MN students, or by permission of instructor for doctoral students.

NURS 598 Managing Human Capital

3 credits

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

Prerequisites: Graduate standing.

NURS 599/799 Strategic Innovation and Healthcare Complexity

3 credits

This course develops knowledge and competency in setting strategic goals, establishing effective tactics, and measurable, realistic benchmarks to innovate and improve organizational culture. The principle concepts we will explore and apply to healthcare are: Strategic planning in complexity, 2) innovation and improvement; 3)organizational culture and climate; 4) strategic leadership and management; and 5) "coopetition." We will discuss the role of leadership in implementing whole system change in complex adaptive systems as well as managerial strategies for successful implementation and of sustainable innovations while managing short term operations.

We will focus on the role of organizational learning, communities of practice, and relationships when managing complex adaptive systems.

Prerequisites: Graduate standing or by permission of instructor for doctoral students.

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)

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 618 Inquiry and Proposal Development I
2 credits

This first course in a 2-course series focuses on students' initial development of a research proposal. Students will define an area of interest and find, organize, and use scientific literature to develop a logical foundation for their research study. Through searches for theories and studies pertinent to their

own research area of interest, students will identify strengths and weaknesses in earlier studies and organize and synthesize the knowledge base to reveal patterns and gaps that lead to new research questions. The course will also require students to read and critique grant proposals.

Prerequisites: None.

NURS 619 Inquiry and Proposal Development II
2 credits

The second course in a 2-course series focuses on development of a research proposal through the integration of theory, methods and knowledge gained in PhD course work. Students will gain skills in grant writing and grantsmanship and learn an overview of funding mechanisms and the funding process (including NRSAs).

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 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 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 691 Online Teaching
See NURS 591/691

NURS 700 Concepts of Comprehensive Care in Advanced Nursing Practice
3 credits

The purpose of this course is to explore core concepts that are essential to comprehensive care. Principles core to ethical reasoning and analysis in clinical care will be presented. Professional role components of advanced nursing practice, scope of practice and legal and patient safety responsibilities will be examined.

Prerequisites: Graduate standing.

NURS 701 Policy and Population Based Care
3 credits

This course will provide the foundations to evaluate health care policy and the intended and unintended health outcomes. Basic principles of population-based care including relevant epidemiological concepts will be introduced. Social, political, legal, economic, and environmental determinants of health, access to care and health inequality will be explored.

Prerequisites: Postbacc: Completion of first year courses. Post-master's and HSOL: NURS 700 taken concurrently.

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 713 Evaluating Evidence for Advanced Nursing Practice
3 credits

This course provides a framework for applying evidence to clinical practice. Students locate, critically evaluate and synthesize evidence from qualitative and quantitative studies used for decision making in advanced practice. Approaches to quality and practice improvement, program evaluation and translating research into practice are presented.

Prerequisites: Graduate standing.

NURS 714 Practice Evaluation
3 credits

In this course, strategies for evaluating outcomes of care, care systems, programs and quality improvement methods to change practice are examined.

Prerequisite: NURS 713.

NURS 715 Methods of Clinical Inquiry
3 credits

Strategies for selecting clinical inquiry designs and analyses for answering practice questions are applied to students' selected inquiry questions. Students analyze and interpret qualitative and quantitative data.

Prerequisite: NURS 714.

NURS 716 DNP Integration Seminar
1 credit

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

Prerequisite: NURS 701.

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 733 Health Systems: Organization and Change

3 credits

This course provides a critical examination of the organization of health care systems at national, regional, state and local levels. Organizational change affecting health care delivery is explored from a systems perspective.

Prerequisite: NURS 701

NURS 734 Health Policy

3 credits

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

Prerequisites: Admission to the Doctor of Nursing Practice program.

NURS 735 Principles of Health Care Economics and Finance in Quality Care Delivery

2 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 the analysis of practice quality and cost effectiveness of care, as well as the use of principles of economics and finance to redesign effective and realistic care delivery strategies and practice initiatives.

Prerequisites: NURS 701, NURS 733.

NURS 740 Urgent and Emergent Rural Primary Care Management for Nurse Practitioners
3 credits

This course addresses the assessment and management of urgent and emergent patient conditions commonly encountered by advanced practice nurses in rural primary care settings. Implications of urgent and emergent primary care in rural health systems will be included.

Prerequisites: accepted into the Rural Health Track program or permission of the instructor.

NURS 741 Rural Health Care Delivery for Advanced Practice Nurses
3 credits

This course addresses concepts and issues affecting advanced practice nurses in rural areas. Rural culture, reimbursement issues and policies that shape practice are analyzed. The course helps inform nurses with advanced preparation to deliver complex and comprehensive care in rural areas where resources may be limited. A culture promoting safety and quality is emphasized.

Prerequisites: Acceptance into Rural Health Track or permission of instructor.

NURS 742 Rural Mental Health for Psychiatric Mental Health Nurse Practitioner
3 credits

This course explores issues in providing mental health care across the lifespan to populations residing in rural areas of the US. The epidemiology of mental health and illness in rural areas will be examined, focusing on how this affects the mental health care provider role. Role adaptations, treating urgent and emergent conditions and leadership opportunities will be analyzed with an emphasis on professional interdisciplinary collaboration and working in integrated health care systems.

Prerequisites: Acceptance into the Rural Health Track program or permission of instructor.

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 790 DNP Practicum
9-18 credits

Students provide leadership to create change in population based health care and complex health care delivery systems. Students integrate practice within an advanced nursing practice specialty with scholarly inquiry to influence outcomes of practice and health care policy. Synthesis and integration of program competencies are demonstrated within the context of the student's chosen population.

Prerequisites: All required core coursework except NURS 703, which is concurrent.

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 laboratory course acts as an introduction to the Clinical Simulation/Laboratory series utilized in conjunction with the 741-745 Adult-Gero Management didactic series. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms and chest radiographs. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, surgical skills and wound closure (suturing). Procedural labs are conducted to prepare students for upcoming clinical rotations and further clinical simulation.

Prerequisites: none.

ACNP 741L Acute Care Diagnostic and Clinical Lab II

This laboratory 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. This course series is designed to support and reinforce the didactic content taught in the 741-745 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

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 series of laboratory courses that continue to focus 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. This course series is designed to support and reinforce the didactic content taught in the 741-745 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

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 series of laboratory courses that continue to focus 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. This course series is designed to support and reinforce the didactic content taught in the 741-745 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

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 series of laboratory courses that continue to focus 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. This course series is designed to support and reinforce the didactic content taught in the 741-745 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

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 traumatic 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 specific infectious disease, oncologic, hematologic, gastroenterological 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. While geriatric syndromes and considerations are taught throughout the 741-745 series, 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 clinical assessment, diagnostic reasoning, and bedside case presentation skills. Students perform comprehensive clinical assessments, including planning appropriate diagnostics, patient education, family interactions and therapeutic interventions. This course acts as the initial preparation for the four term clinical practicum series. Clinical placements are selected on the basis of a patient population within the AGACNP scope of practice. Students participate in a weekly clinical conference seminar.

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 be 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
6 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
6 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.

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 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 & 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 751.

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 755 Issues and Trends in Community Mental Health
4 credits

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: NURS 728, NURS 727.

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 772 Introduction to Psychotherapy

3 credits

This purpose of this course is to provide an overview of theories and models used in individual and group psychotherapy. Students will utilize strategies to develop therapeutic relationships central to the work of the PMHNP. Psychodynamic principles, supportive therapy and behavioral strategies are emphasized. Simulation lab will be used to demonstrate and practice skills.

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: Admission to the PMHNP program, NURS 519 and PMH 771 or equivalent.

PMH 775 PMHNP Professional Development and Engagement

6 credits

This 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: PMH 771, PMH 772, PMH 773, PMH 774
Variable Credits: 2 credits per term for 3 terms.

PMH 790K Practicum in Advanced Psychiatric Mental Health Nursing: Adults

21 credits

This course is the adult clinical practicum and supervision seminar for PMHNP students. Students will synthesize the knowledge and skills they acquire throughout their clinical practicum and this will serve to prepare the student to enact the role of the PMHNP in diverse clinical settings with a variety of psychiatric patient populations. 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 1-5 credits per term (4-21 across program).

PMH 790KC Practicum in Advanced Psychiatric Mental Health Nursing: Children & Adolescents

21 credits

This course is the child & adolescent clinical practicum and supervision seminar for PMHNP students. Students will synthesize the knowledge and skills they acquire throughout their clinical practicum and this will serve to prepare the student to enact the role of the PMHNP in diverse clinical settings with a variety of psychiatric patient populations. 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
2 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
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 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 & Diversity is responsible for recruitment and admissions, scholarships, compliance, 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**.

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, General Forms page or **www.ohsu.edu/xd/education/student-services/registrar/registrar-forms/index.cfm**

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 and on the SoN policy page.

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, **http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-policy/approved-policies/index.cfm**

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 nursing courses through the term prior to graduation. 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 **https://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 r**espiratory 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?

If you come in with an infection that can spread from person-to-person (e.g., influenza, community respiratory viruses, norovirus, zoster etc.), you put patients and colleagues at risk for infection. Many of our patients are immune compromised, placing them at high risk for severe and life-threatening manifestations of infection.

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

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 **http://www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/policies_bylaws.cfm**. 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

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 be reviewed on a case-by-case basis for tuition refunds and time to degree implications. Tuition refunds in these cases are determined by the OHSU registrar's office.

Time to degree implications are determined by the appropriate School of Nursing admission and progression Committees. For students called to active duty in the military, a copy of the dated notice of induction should accompany the LOA request.

Probation, Suspension and Dismissal

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 has the authority to pursue suspension and dismissal proceedings for those students who have not met program standards, have failed to meet the terms of probation, and/or have violated policy and/or proscribed conduct per OHSU policy, 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

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	• 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.	• 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	• 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	• 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.

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, Program Director 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/xd/education/student-services/academic-programs-and-assessment/academic-policy/approved-policies/index.cfm

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/xd/education/student-services/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 are 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 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 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 Web 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 (ISIS) will not allow students to register for two courses that meet at the same time. Students will be prompted to choose one of the courses and will need to resolve schedule conflict with registrar.

Withdrawal from Degree Program: Students who wish to withdraw from a degree program should obtain an official form from the registrar's office and submit it to the School of Nursing declaring the intent to withdraw from the School of Nursing. Students are strongly encouraged to seek counsel from an advisor before taking such action.

Services

OHSU Affirmative Action/Equal Opportunity

503 494-5148
www.ohsu.edu/xd/about/services/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 Affirmative Action and Equal Opportunity (AAEO) Department at 503-494-5148, aaeo@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: Laura Stadum. Contact Laura Stadum, JD at 503-494-0258 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 Institutional 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 the ISIS system 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.edu
www.ohsu.edu/library

On-campus and distance education students must be currently enrolled to have access to library services. All journals and books can be used in the library and most can be checked out. Photocopy machines are available and copy cards can be requested at **www.ohsu.edu/xd/education/library/**. Library barcodes must be used to check books out or to use resources

from off campus. Barcodes can be picked up at the circulation desk in the library or requested with the online application at **www.ohsu.edu/xd/education/library/services/forms/barcode.cfm?WT_rank=1**.

The library provides access to more than 100 databases in the health sciences, basic sciences and general information. They are available both on and off campus. All electronic journals are available to anyone on campus and with the library barcode off campus. Some current and older issues of journals are available in print in the main library and by request from the old library and storage.

- Electronic resources: E-Reference is an online reference library available at **www.ohsu.edu/xd/education/library/**
- Consumer health: This is a valuable resource when looking for basic information and for use with patients.

OHSU reference librarians answer most online questions within 24 hours. Go to **www.ohsu.edu/xd/education/library/research-assistance/ask-librarian.cfm** or contact a reference librarian at 503 494-3464. Classes are available on using a variety of library resources and are scheduled quarterly at **www.ohsu.edu/library/workshops** or by appointment.

Oregon licensed health professionals have access to a subset of electronic resources described at **www.ohsu.edu/xd/education/library/**

march wellness (Portland only)

www.ohsu.edu/xd/about/services/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.

OHSU Office for Student Access (Disability Services)

503 494-0082
www.ohsu.edu/xd/education/student-services/education-diversity/student-access/

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
Peggy Wros
Senior Associate Dean for Student Affairs and Diversity
wros@ohsu.edu
503 346-1299

School of Nursing – Undergraduate Programs
Portland Campus
Ann Nielsen
Undergraduate Program Director
nielsena@ohsu.edu
503 494-1649

School of Nursing – Klamath Falls Campus
Tamara Rose
Campus Associate Dean
roset@ohsu.edu
541 885-1513

School of Nursing – Ashland Campus
Joanne Noone
Campus Associate Dean
noonej@ohsu.edu
541 552-8453

School of Nursing – La Grande Campus
Carla Hagen
Campus Associate Dean
hagenc@ohsu.edu
541 962-3383

School of Nursing – Monmouth Campus
Angela Docherty
Campus Associate Dean
docherty@ohsu.edu
503 838-8124

OHSU Center for Diversity and Inclusion

503 494-5657
www.ohsu.edu/xd/about/vision/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
OIS@ohsu.edu
www.ohsu.edu/xd/education/international-affairs/about.cfm

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/xd/about/services/public-safety/index.cfm?WT_rank=1

The OHSU Public Safety office strives to promote a safe and secure environment through professional, dedicated service to the university community. Information about the services offered by OHSU Public Safety, emergency preparedness and campus crime statistics can be located on the Web site.

OHSU Portland Campus Student Center

The OHSU Portland campus student center is 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, please see table (page 108). 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.

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.

RESPECT FOR ALL.

Reporting options and resources for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation.

OHSU

The resources and reporting options laid out in this chart are NOT mutually exclusive and the chart may not include all resources available. Most resources listed here are available to people who are off campus, on regional campuses, and on rural rotations.

INCIDENT

Would you like to make a report?

- NO → Would you like to disclose the incident to a confidential resource?
  - YES → Confidential resources at OHSU
  - NO → If you change your mind, the resources in this chart remain available to you.
- YES → Do you feel safe?
  - NO → For emergency/police/medical assistance on Marquam Hill and South Waterfront Campuses call the Department of Public Safety
    Ext. 4-4444 or 503-494-4444
    Call 911 for all other locations.
    *These resource are not confidential
  - YES → Would you like to report a crime?
    - YES → For emergency/police/medical assistance on Marquam Hill and South Waterfront Campuses call the Department of Public Safety
      Ext. 4-4444 or 503-494-4444
      Call 911 for all other locations.
      *These resource are not confidential
    - NO → Would you like to report anonymously?
      - YES → To make an anonymous report call OHSU's Integrity Hotline 1-877-733-8313, or visit www.ohsu.edu/integrity_report
      - NO → Reporting resources

Reporting resources

To make a non-confidential report, or learn more about the options set forth in this chart, contact OHSU's Affirmative Action and Equal Opportunity Department (AAEO) or Title IX Coordinator.

PHONE **503-494-5148**, select option 5

EMAIL **aaeo@ohsu.edu**
titleix@ohsu.edu

To learn more about AAEO's processes and services visit **www.ohsu.edu/aaeo**

You can also report to your Human Resources Business Partner (**503-494-8060**), your supervisor, administrative leadership or school administration.

Schools may also have additional resources available to students.

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.

Confidential resources at OHSU

Confidential Advocacy Program
1-833-495-2277 or 503-494-3256

OHSU Ombudsman Merle Graybill (for everyone):
503-494-5397

Employee Assistance Program (EAP) (for employees):
1-800-826-9231

JBT Health and Wellness (for students and post-docs):
503-494-8665 or **www.ohsu.edu/jbt-health**

Resident and Faculty Wellness Program (for residents, fellows, and faculty): **www.ohsu.edu/rfwp**

Learn more at **o2.ohsu.edu** and **www.ohsu.edu/title-ix**

Confidential community resources

For confidential community resources, see below or visit **www.ohsu.edu/resources**

Crisis Text Line: text **HOME** to **741741** in the U.S.

National Suicide Prevention Lifeline: **800-273-8255**

National Sexual Assault Hotline: **800-656-HOPE**

National Domestic Violence 24-hour hotline:
800-799-7233 (for domestic violence survivors)

The last two hotlines listed above can connect callers to local resources and providers.

Need help with a different workplace problem?
o2.ohsu.edu/people-problems-at-work.cfm

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/sites/default/files/2019-03/02-70-010%2C%20Technical%20Standards.pdf.** 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: w**ww.osbn.state.or.us** or **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)

Students who successfully complete specified courses are eligible to apply to Oregon State Board of Nursing. Students should see their program staff or advisor for a complete course list. Students desiring CNA-1 and CNA-2 certification must complete the application process as outlined on the 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 at a baccalaureate level or at a master's level for a post-master's certificate option or 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 successfully complete all requirements for their program.

Students who wish to participate in convocation and/or commencement ceremonies but who will not have completed their program requirements by the end of spring term may submit a petition to participate in ceremonies to the nursing school by April 15. The following exceptions or exclusions apply to this policy:

- 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.

Petitions to participate in the ceremonies early will be considered only if one nursing course, not to exceed six quarter credits, is pending successful completion by the next academic term. All non-nursing coursework must be completed and any Incomplete nursing or non-nursing course grade(s) are considered outstanding program requirements.

In order for petitions to be granted, the student's academic advisor must be confident that any remaining program requirements, including the final submission of DNP Project and PhD dissertation, will be completed by the end of the summer term immediately following convocation or commencement. In cases where early participation in convocation or commencement ceremonies is granted, students' names will appear in the ceremony programs with an asterisk (*) indicating that minor program requirements are pending.

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 using the Internet.

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

Hardware

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
  - OSX 10.12, 10.13 or 10.14 for MAC
  (DO NOT upgrade to OSX 10.15 until it has been approved for use with ExamSoft)
- Processor: Intel Core i5 or Core i7
- Memory: 4 GB minimum, 8 GB or more recommended
- Hard Drive: 128GB or larger

Windows versus Mac: 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.

Netbooks and Chromebooks are not acceptable. While they provide access to the Internet and keep a person connected to the web and email, they are underpowered to run Microsoft Office and are not supported by our online testing platform.

Other Devices: There are a number of portable devices on the market which provide easy and instant access to the information, digital media and the Internet. Such devices include, eReaders/Kindles, Apple iOS devices (iPod touch, iPad, and iPhone) and Android devices (tablets & phones). While the School of Nursing encourages innovation and the use of these devices where possible, they are not an acceptable alternative to the required laptop.

Software

Microsoft Office

All Students are required use Microsoft Office 2016 or 2019, including Word, PowerPoint, Excel, Publisher, Outlook, OneNote.

Microsoft Works, Apple iWorks (pages, keynote and numbers), OpenOffice, and Corel WordPerfect are among the unacceptable alternatives. Faculty must be able to easily open your documents without the need to convert or install additional non-standard software on their computers.

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. Use of other cloud services such Google, Microsoft 365 online/SkyDrive, or Apple's iCloud not compliant with OHSU policy and security directives.

Box Edit is a utility that you can download to your computer. It allows you to use an online version of Microsoft Office for documents stored or created within Box.

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 generate 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.

Protecting Restricted or Confidential Data

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 Box. These types of files may not be stored in any cloud storage service other than Box.

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 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.

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.

- OHSU e-mail may be accessed through the Internet at www.ohsu.edu/mail using a standard Web browser from any computer.
- OHSU e-mail may be accessed on mobile devices such as Apple iPhones and iPads or Android-based phones. This can be done using the device's web browser. This can be done using Apps installed on the device once the device has been enrolled in Airwatch Container or Airwatch Hub.
- Students are expected to maintain and regularly check the OHSU provided e-mail account to receive critical student updates.
- Cohort-specific e-mails lists are created and utilized to communicate specifically with OHSU students and student groups within the School of Nursing. OHSU units like financial aid, billing and registrar, along with program faculty and staff will communicate important student information to the OHSU e-mail address only.
- *Note:* Creating rules to forward e-mail to a personal account is prohibited by policy. All students are expected to log in and use their OHSU Outlook account

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 from a distance are required to have the following;

- Web cameras
- USB headsets with microphones
- Internet connection speeds greater than 5 mb/s.

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 to ensure they are able to connect.

OHSU Policies

All students must comply with all OHSU policies and directives related to information security and privacy. More information is at **https://o2.ohsu.edu/institutional-policies.cfm**. (OHSU account required to access)

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/xd/education/schools/school-of-nursing/students/resources/student-forms.cfm**)
- HIPAA (**www.hhs.gov/ocr/privacy/hipaa/understanding/index.html**)

OHSU Resources

SAKAI

The School of Nursing uses Sakai to deliver online course content to its students.

- An updated browser is required to access Sakai.
- Sakai is supported by OHSU's Teaching and Learning Center. Students can find more information about Sakai at sakai@ohsu.edu.
- 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

https://www.nsna.org/nsna-code-of-ethics.html

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item No. 4 was revised by the NSNA House of Delegates in Baltimore, Md. (2006).

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

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

American Nurses Association Code for Nurses

www.nursingworld.org/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/sites/default/files/2019-03/02-30-055_Student%20Grievance%203.22.2016%20Final.pdf**

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.

- Student Conduct Committee: Eleven students who serve one-year terms; undergraduate representatives (and) are chosen yearly from the following seven programs: OCNE Portland; OCNE La Grande; OCNE Klamath Falls; OCNE Ashland; OCNE Monmouth; accelerated baccalaureate; baccalaureate completion program. Four graduate students (master's and doctoral) are appointed by the Graduate Council.
- 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.

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
- Men In Nursing

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 2019-2020

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/xd/education/student-services/registrar/registration-information/academic-calendar/index.cfm**.

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Una Elizabeth Westfall, Ph.D.
Professor

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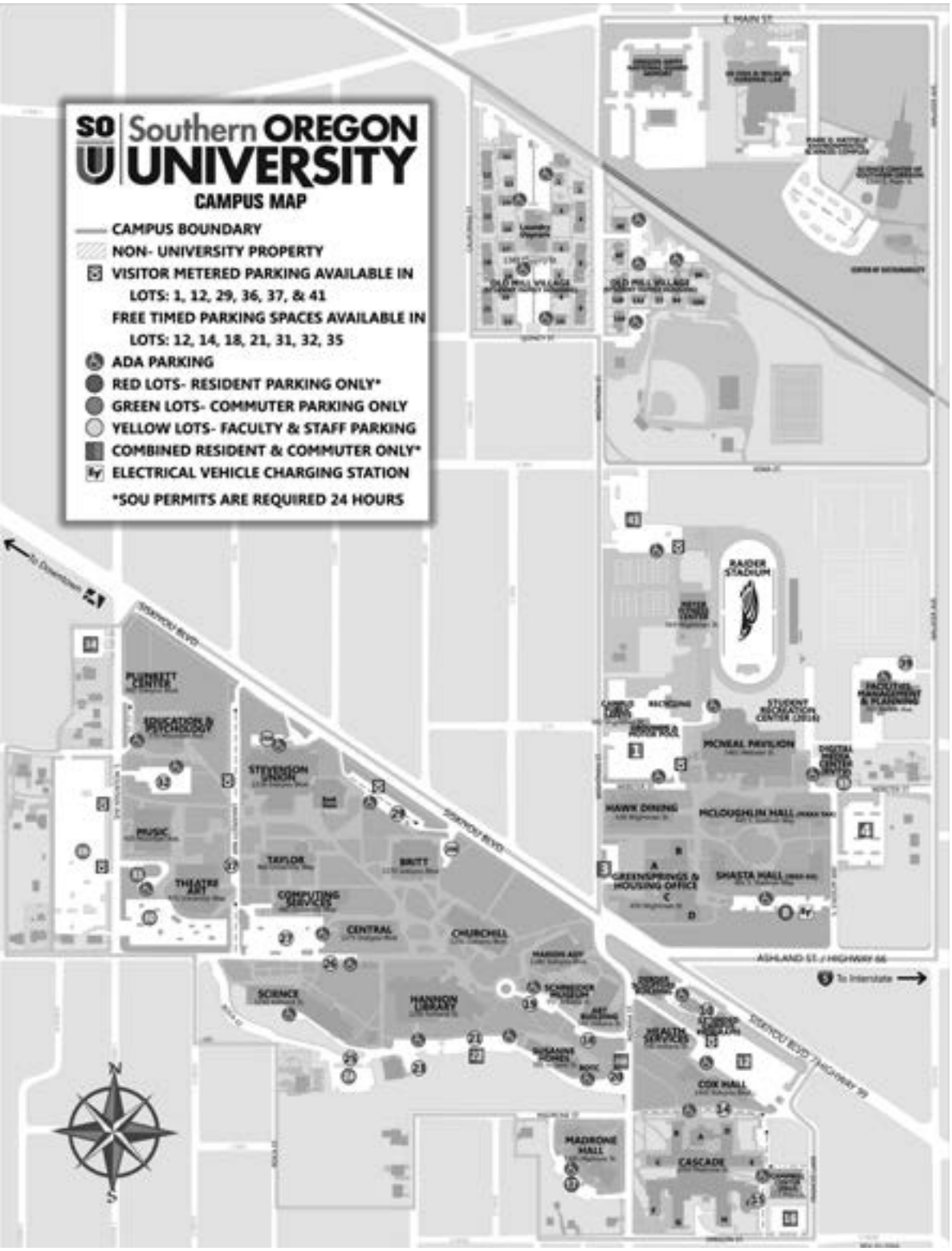
MARTHA ANNE DOW CENTER
FOR HEALTH PROFESSIONS

Campus Maps

INSTRUCTIONAL
TECHNOLOGY CENTER
COMPUTER SCIENCE

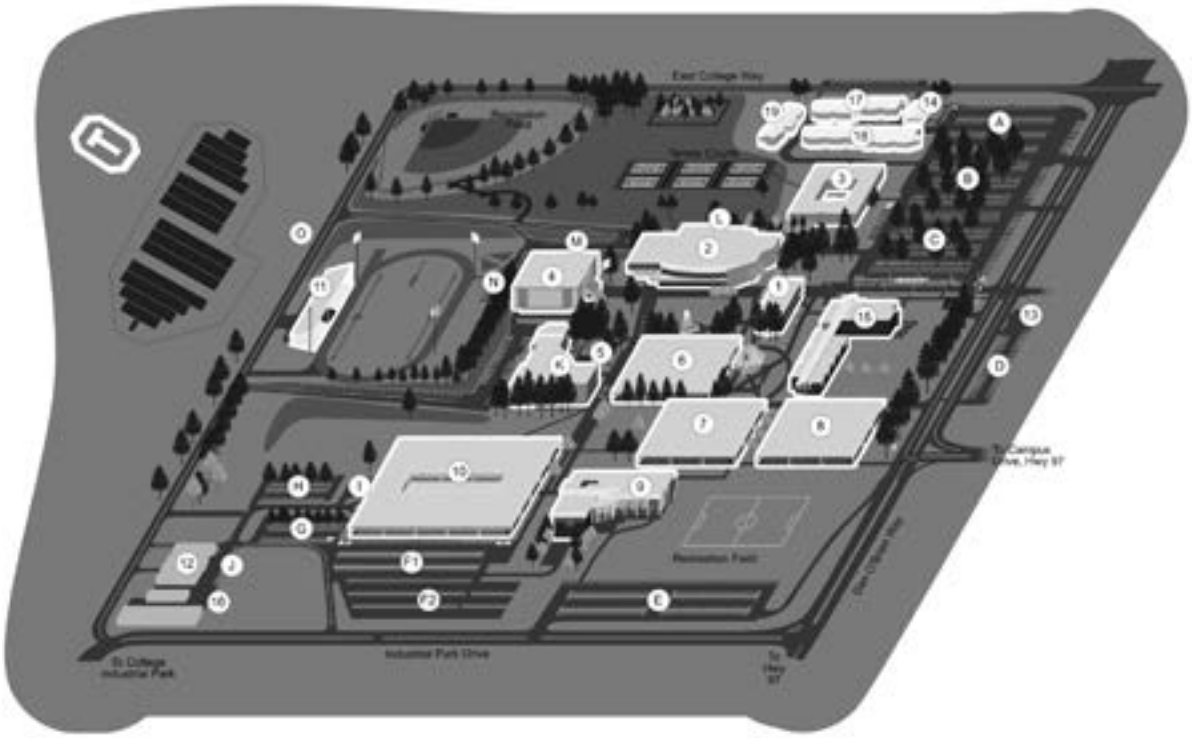
Ashland Campus

Southern Oregon University



Klamath Falls Campus

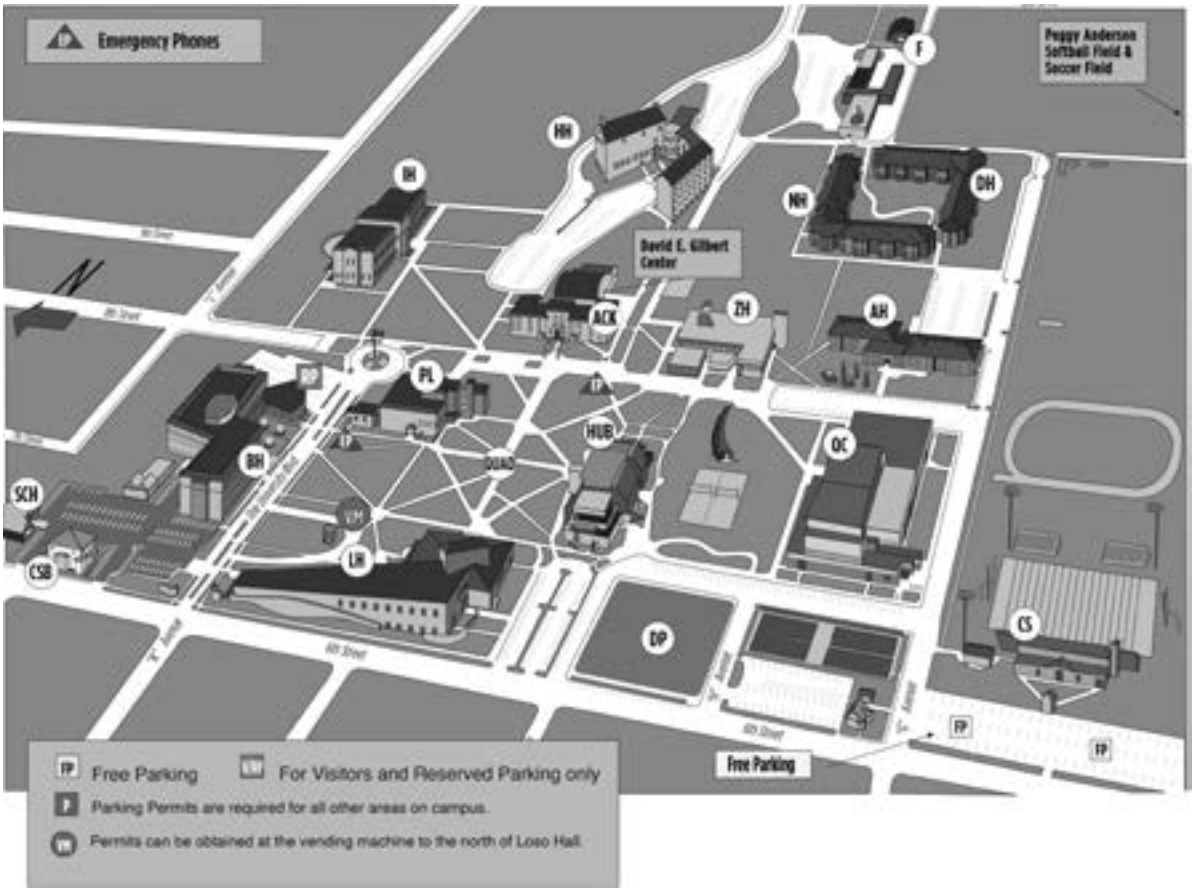
Oregon Tech



1. **Snell Hall**
   Administrative Offices, Alumni Relations, Cashier, Human Resources, Oregon Tech Foundation, Registrar
2. **College Union**
   Admissions, ASOIT, Bookstore, Campus Dining, Financial Aid, Information, KTEC, Meeting Rooms, Student Affairs
3. **Residence Hall**
4. **Athletics**
   Gymnasium, Fitness Center
5. **Learning Resource Center**
   Career Services, Library, Offices, Shaw Historical Library, Student Success Center
6. **Owens Hall**
   Classrooms, Laboratories, Offices
7. **Semon Hall**
   Classrooms, Dental Clinic, Laboratories
8. **Boivin Hall**
   Classrooms, Information Technology Services, Geo-Heat Center, Offices, Small Business Development Center
9. **Purvine Hall**
   Classrooms, Laboratories, Offices, Oregon Renewable Energy Center
10. **Cornett Hall**
    Campus Safety, Classrooms, Laboratories, Offices
11. **John F. Moehl Stadium and Track Facility**
12. **Facilities Services**
    Central Receiving
13. **Information Center**
    Disabled Parking Information, Temporary and Visitor Parking Permits, Campus Security
14. **Integrated Student Health Center**
15. **Martha Anne Dow Center for Health Professionals**
    Classrooms, Laboratories, Offices
17. **Sustainable Village A**
18. **Sustainable Village B**
19. **Sustainable Village 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

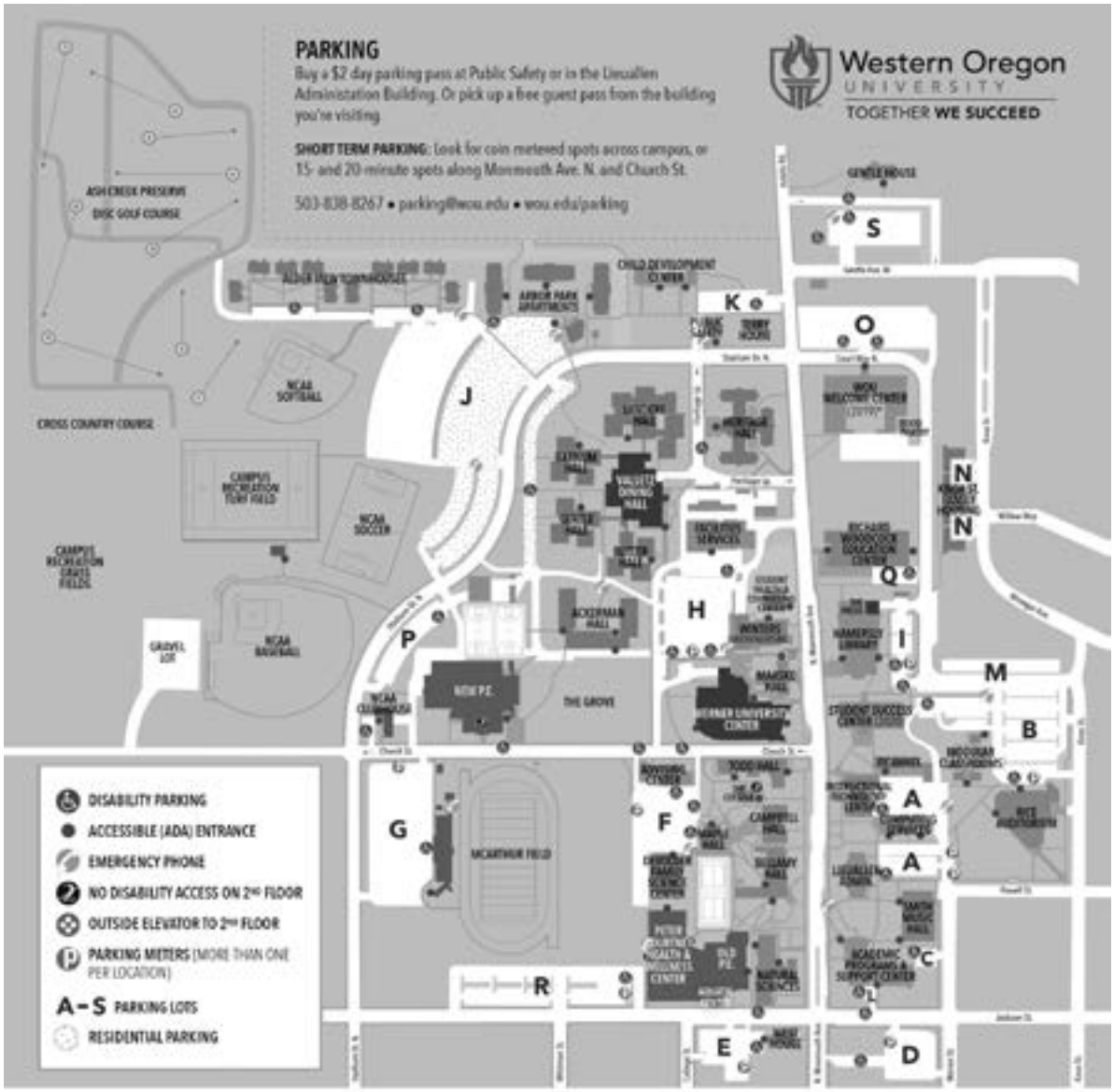
QC **Quinn Coliseum** Athletics Programs, Courts, Fitness Center, Lockers

SHC **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 Pub)
Valentz Dining Hall
Werner University Center

CLASSROOMS
Bellamy Hall (HSS)
Campbell Hall
DeWolfe Family Science Center
Instructional Technology Center
Maple Hall
Maackie 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

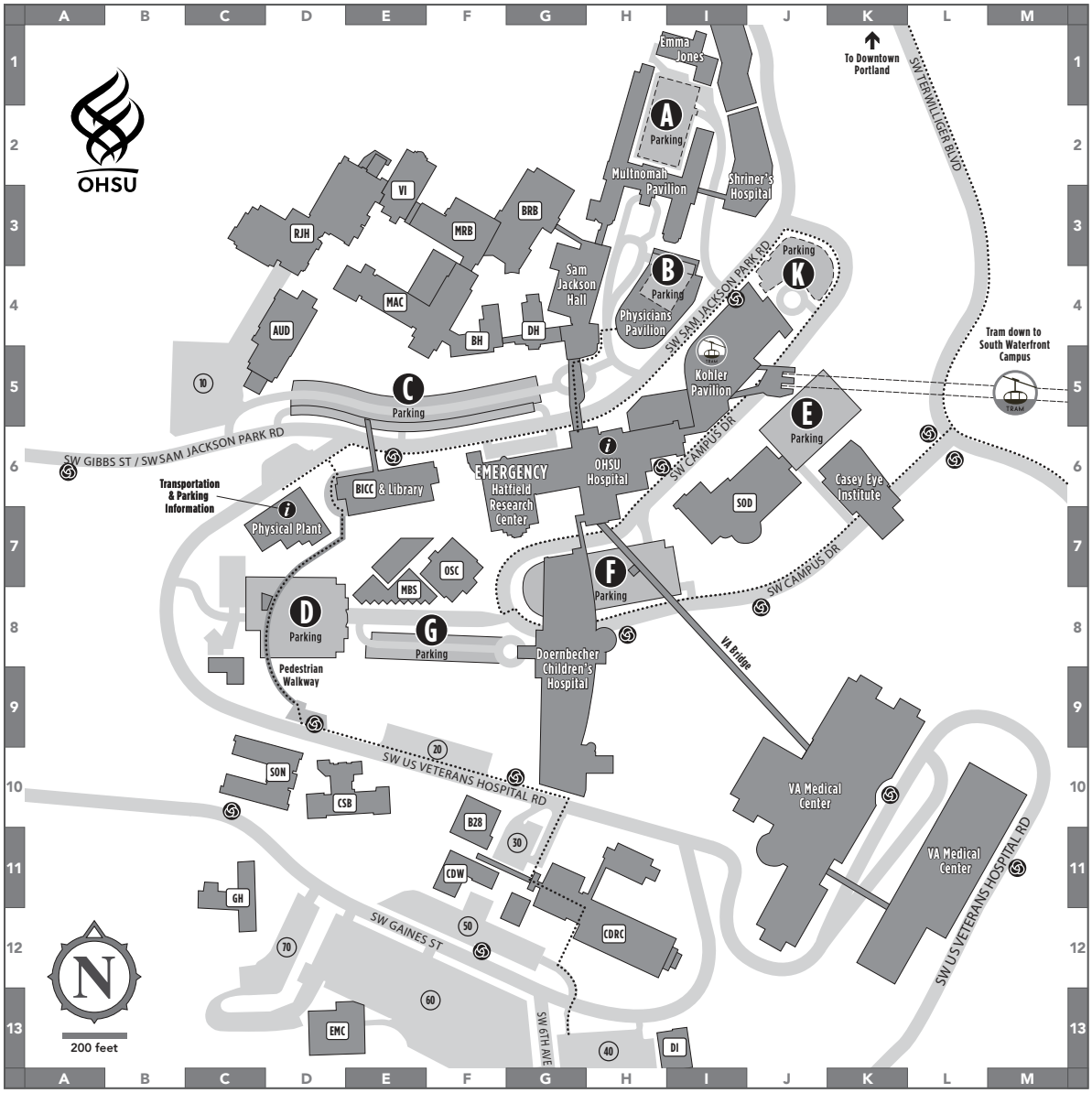
STUDENT SUPPORT
Academic Programs & Support Center
Advising Center
Student Health & Counseling Center
*WOU Welcome Center (2019)

*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
BICC Biomedical Information & Communication Center & Library	BICC	E-6
Biomedical Research Building	BRB	G-3
Building 28	B28	F-10
Campus Services Building	CSB	E-10
Casey Eye Institute		K-6
CDRC Child Development & Rehabilitation Center	CDRC	H-12
CDRC Child Development & Rehabilitation Center West	CDW	F-11
Dillehunt Hall	DH	G-4
Doernbecher Children's Hospital		G-8
Dotter Institute	DI	H-13
Emma Jones Hall		I-1
Energy Management Center	EMC	E-13
EMERGENCY		F-6
Gaines Hall	GH	C-11
Hatfield Research Center		F-6
Kohler Pavilion		I-5
Mackenzie Hall	MAC	E-4
Medical Research Building	MRB	F-3
Modular Office Building	MBS	E-7
Multnomah Pavilion		H-3
OHSU Auditorium	AUD	D-4
OHSU Hospital	i	H-6
OHSU Student Center	OSC	F-7
Physical Plant		D-7
Physicians Pavilion		H-4
Richard T. Jones Hall	RJH	D-3
Sam Jackson Hall		G-4
School of Dentistry	SOD	I-6
School of Nursing	SON	D-10
Shriner's Hospital for Children		J-2
Transportation & Parking	i	D-7
VA Medical Center		J-10
Vollum Institute	VI	E-3

MARQUAM HILL CAMPUS

A Parking Garage · i Information · Tram · 10 Permit Parking Lot · TriMet Bus Stop · ··· Walking Route

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www.ohsu.edu/son

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.

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