

University of
Oregon

Bulletin

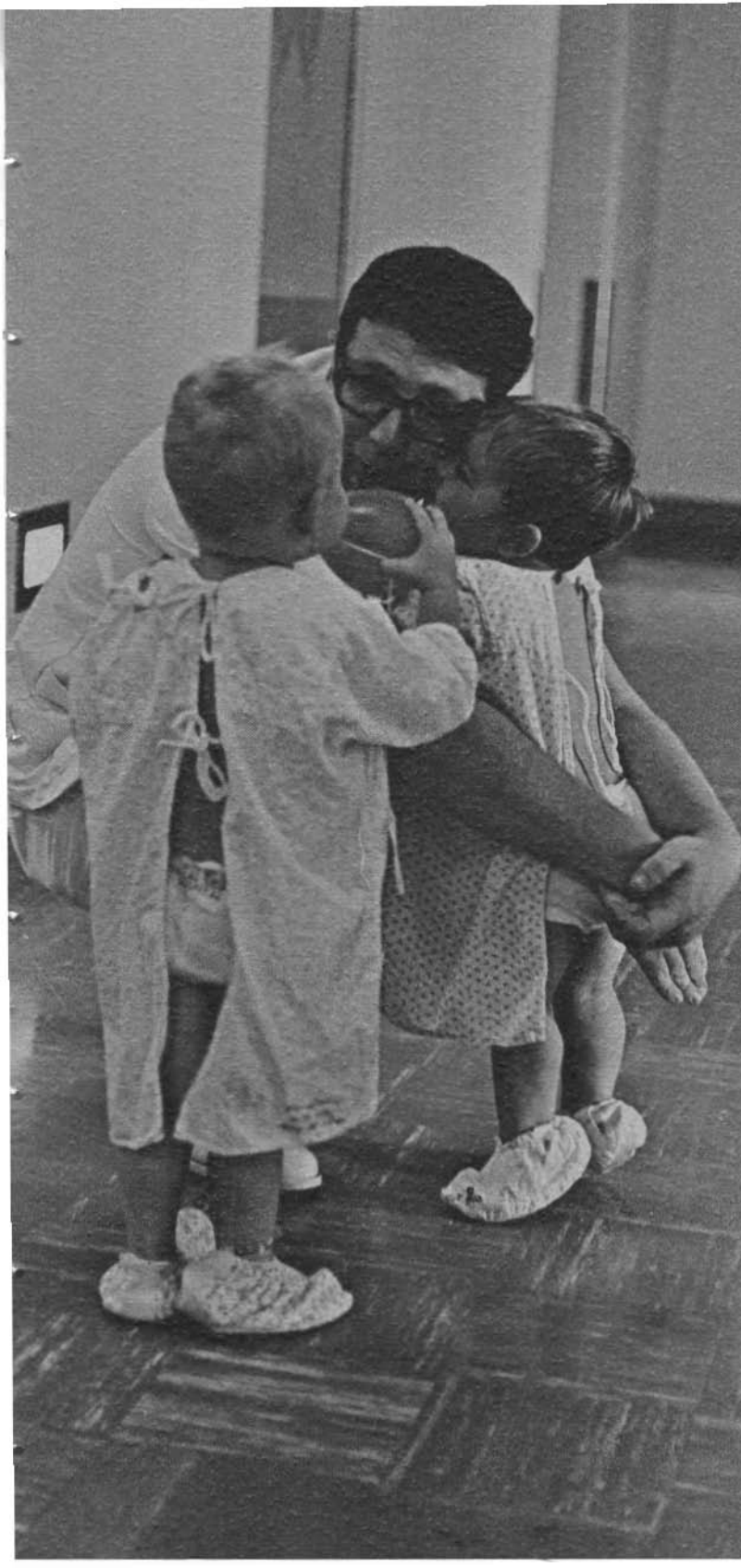
UNIVERSITY
OF OREGON
SCHOOL OF
NURSING

PORTLAND

1974-75



Oregon State
System of
Higher Education



NEW SERIES UNIVERSITY OF OREGON BULLETIN

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1974-75
BULLETIN

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SCHOOL OF
NURSING

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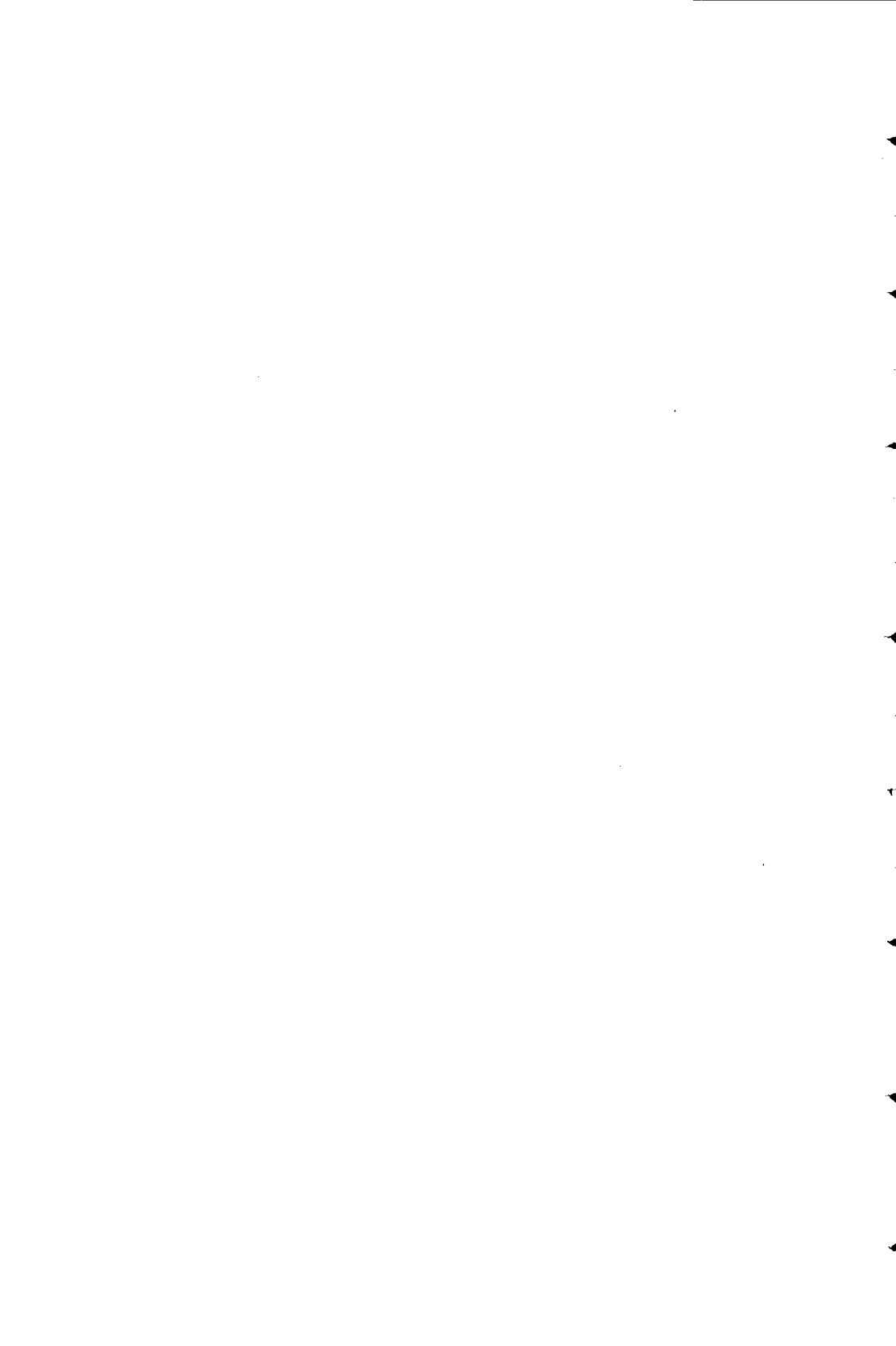
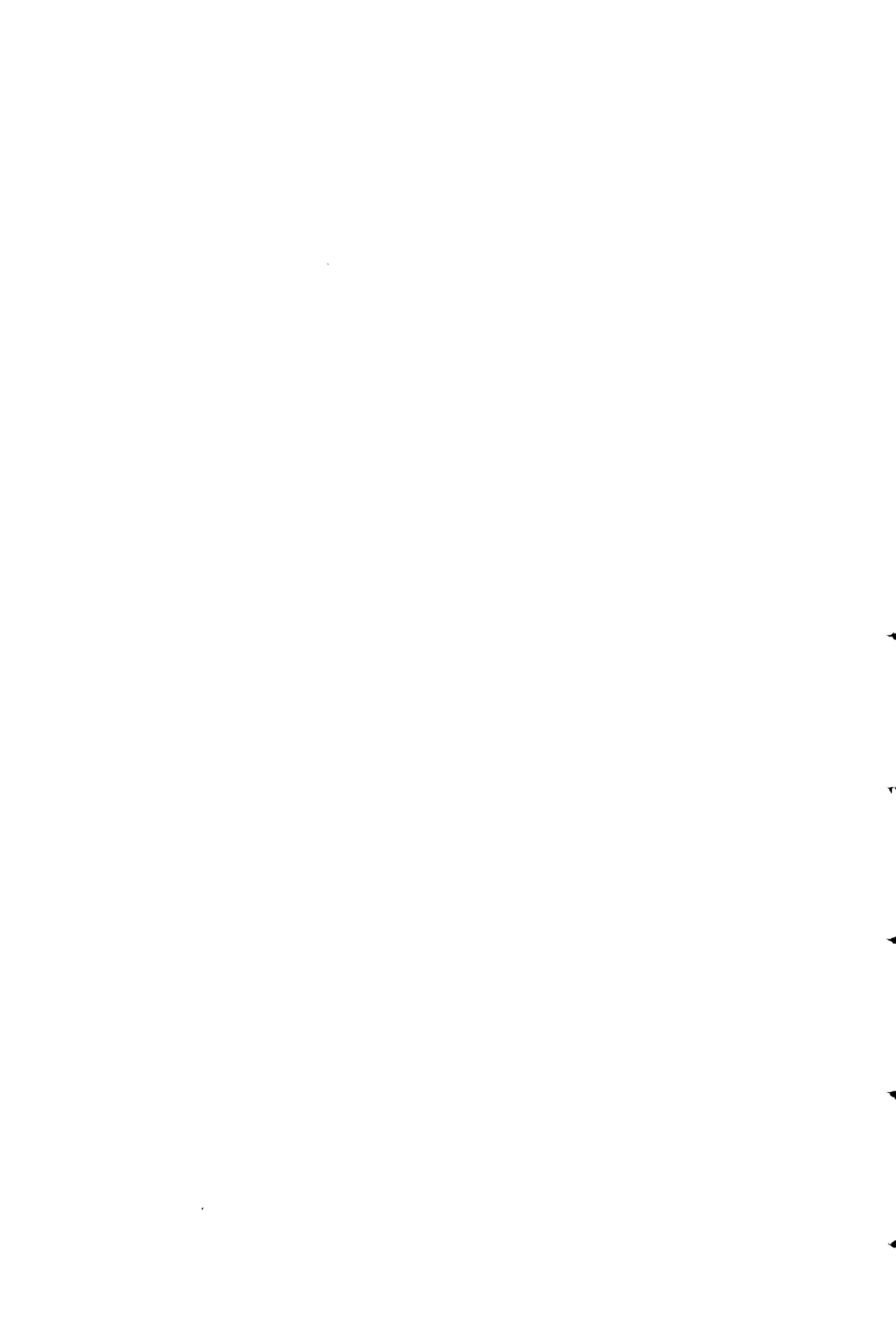


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An Overview

The Oregon State System of Higher Education, organized in 1932, provides educational opportunities to young people and adults throughout the State of Oregon. Member institutions are elements of an articulated system, parts of an integrated whole.

Opportunities for general education are distributed as widely as possible throughout the state, while specialized, professional and technical programs are centered at specific institutions.

The institutions of the State System of Higher Education are Oregon State University at Corvallis, the University of Oregon at Eugene, Portland State University at Portland, Oregon College of Education at Monmouth, Southern Oregon College at Ashland, Eastern Oregon State College at La Grande, and Oregon Institute of Technology at Klamath Falls. The University of Oregon Health Sciences Center, including the medical, dental and nursing schools, is located in Portland. The Division of Continuing Education represents all the institutions in making college level and special programs available to all citizens. The Division has offices in Salem, Roseburg, Astoria and Coos Bay as well as at most OSSHE campuses.

An interinstitutional booklet, "It's Your Decision," lists fields of study at all State System institutions, and gives other important information for prospective students. For a free copy, write "It's Your Decision," State Board of Higher Education, P.O. Box 3175, Eugene, Oregon 97403.

Oregon State Board of Higher Education

The Oregon State System of Higher Education is governed by the Oregon State Board of Higher Education, whose members are appointed by the Governor with confirmation by the State Senate. Terms are four years for regular members and two years for student Board members. Their names and term expiration dates follow :

	<i>Terms expire June 30</i>
John D. Mosser, Portland President and Chairman, Executive Committee	1976
George H. Corey, Pendleton Vice President and Member, Executive Committee	1975
Elizabeth H. Johnson, Redmond Member, Executive Committee	1977
Philip A. Joss, Portland	1976
George H. Layman, Newberg	1976
Marc F. Maden, Portland	1976
Valerie McIntyre, Eugene	1975
W. Philip McLaurin, Portland	1978
John W. Snider, Medford	1975
Loran L. Stewart, Eugene Chairman, Committee on Instruction, Research and Public Service Programs	1977
Edward G. Westerdahl II, Portland Chairman, Committee on Finance, Administration and Physical Plant	1977

Roy E. Lieuallen	Chancellor
Donald R. Larson	Secretary of Board

Office of State Board of Higher Education

Post Office Box 3175

Eugene, Oregon 97403

Oregon State System of Higher Education Officers

Roy E. Lieuallen, Ed.D., L.H.D., Chancellor

Lewis W. Bluemle Jr., M.D.
President, University of Oregon
Health Sciences Center

Robert W. MacVicar, Ph.D.
President, Oregon State University

Joseph C. Blumel, Ph.D.
President, Portland State University

Winston D. Purvine, A.B., LL.D.
President, Oregon Technical Institute

Rodney A. Briggs, Ph.D.
President, Eastern Oregon State College

Leonard W. Rice, Ph.D.
President, Oregon College of Education

Robert D. Clark, Ph.D.
President, University of Oregon

James K. Sours, Ph.D.
President, Southern Oregon College

Donald R. Larson, B.A. Assistant Chancellor, Director of Public Services,
Secretary, Board of Higher Education

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J. I. Hunderup, M.B.A., C.P.A. Vice Chancellor for Facilities Planning

E. Rex Krueger, Ph.D. Vice Chancellor for Educational Systems

W. T. Lemman, Jr., B.S. Vice Chancellor for Personnel Administration

Miles C. Romney, Ph.D. Vice Chancellor for Academic Affairs

FORMER CHANCELLORS OREGON STATE SYSTEM OF HIGHER EDUCATION

William J. Kerr, D.Sc., LL.D. 1932-1935

Frederick M. Hunter, Ed.D., LL.D. 1935-1946

Paul C. Packer, Ph.D., LL.D. 1946-1950

Charles D. Byrne, Ed.D. 1950-1955

John R. Richards, Ph.D. 1955-1961

Education with a Purpose

Because of the remarkable and outstanding achievement made in the prevention and control of organic disease and mental health, the twentieth century often has been referred to as medicine's "golden age." There is promise of even greater future achievements. New medical techniques and methods of treating disease resulting from years of research provide the tools for the practicing physician and his team—and they apply them with competence and effectiveness.

Since 1887, the University of Oregon Medical School has played an increasingly important role in contributing to the general medical welfare of this region. Its clinical facilities, serving as teaching laboratories, also provide the community with needed medical and nursing services. An important program of medical research which it fosters is a natural adjunct to the teaching programs.

As early as 1932 it assumed responsibility to support nursing education in a university setting on this campus.

One of the first baccalaureate programs in nursing, as well as a program of graduate study in nursing has been developed through the concerted interest of the School of Nursing faculty. Continuing education for nurses has also been supported. The collegiate program concerned with improving the quality of patient care, prepares students for professional nursing. Professional nursing is concerned with the promotion and maintenance of health as well as the prevention of illness. There is maximum opportunity to use knowledge, as well as other research findings, to improve health services to patients and service programs to people. The School of Nursing facilitates collaboration with those in other disciplines in research, in planning and implementing care. It assists students to develop skills in transmitting the ever-expanding body of knowledge in nursing to those within the profession and to others. Professional nursing practice requires both knowledge and skill based on application of theory to practice. To develop its programs, the School of Nursing utilizes the resources of the University of Oregon Medical School, the University campuses and selected community health agencies to fulfill its educational objectives.

Message from the Dean

There is no one standard for estimating the numbers of nurses needed during the next decade. The rapid population shift, the increased number of persons beyond sixty-five years of age, change in delivery of health services influence the quantity and quality of nursing care. The concern for health maintenance, and for health protection for individuals, families, and communities create new demands on nursing. Advanced medical practices require expert patient care. Today's changing roles for nurses require their being prepared to assume responsibility for primary nursing care, for health teaching, and for functioning in interdisciplinary as well as independent practice.

It is important that the distribution of health care be such that rural as well as urban communities are adequately supplied. This problem places greater demands on nursing than at any previous time. Nursing is the largest single health manpower resource. Nursing expertise is only adequate in quality when related to the preparation the nurse has received. Leadership for effecting changes in the delivery of health services requires that nurses be prepared at the baccalaureate and graduate level.

Quantity of nurses is not the major problem. Distribution and the varying educational preparation and professional competencies creates imbalance in delivery of nursing services. The ratio of one public health nurse per 5,000 population was deemed essential by the United States Public Health Service in 1972; 400 nurses per 100,000 population, 28 per cent of which have baccalaureate degrees was designed by Health, Education and Welfare as a guideline in 1967. These data are no longer considered sufficiently comprehensive to assure both quantity and quality of patient care. Continued evaluation of nursing services in various settings will provide criterion measures for identifying further health needs. University schools of nursing are responsible for promoting nursing research as a basis for finding better ways to teach students as well as continued evaluation of nursing processes and functions.

The University of Oregon School of Nursing is committed to provide baccalaureate education for those with no previous preparation in nursing, as well as for registered nurses seeking to complete professional education; graduate education for those seeking advanced preparation in clinical expertise and in teaching; and continuing education to assist nurses to increase their skills and knowledge necessary to meet the evolving needs of society. The School believes that it provides its students, regardless of sex or culture, opportunity to develop their potential as persons and as nurses.

—Jean E. Boyle, Dean

Academic Calendar 1974-75

Fall Term 1974

September 30, <i>Monday</i>	Registration and orientation
October 1, <i>Tuesday</i>	Classes begin
October 7, <i>Monday</i>	Last day to register for credit or to change courses
November 11, <i>Monday</i>	Veteran's Day holiday
November 28-December 1, <i>Thursday-Sunday</i>	Thanksgiving holiday
December 20, <i>Friday</i>	Fall term ends

Winter Term 1975

January 6, <i>Monday</i>	Registration and orientation
January 7, <i>Tuesday</i>	Classes begin
January 13, <i>Monday</i>	Last day to register for credit or to change courses
February 3, <i>Monday</i>	Lincoln's Birthday holiday
February 17, <i>Monday</i>	Washington's Birthday holiday
March 21, <i>Friday</i>	Winter term ends

Spring Term 1975

March 31, <i>Monday</i>	Registration and orientation
April 1, <i>Tuesday</i>	Classes begin
April 7, <i>Monday</i>	Last day to register for credit or to change courses
May 26, <i>Monday</i>	Memorial Day holiday
June 13, <i>Friday</i>	Commencement, spring term ends

Summer Term 1975

June 23, <i>Monday</i>	Registration and orientation
June 24, <i>Tuesday</i>	Classes begin
June 30, <i>Monday</i>	Last day to register for credit or to change courses
July 4, <i>Friday</i>	Independence Day holiday
August 15, <i>Friday</i>	Eight-week session ends
September 1, <i>Monday</i>	Labor Day holiday
September 5, <i>Friday</i>	Eleven-week session ends

Fall Term 1975

September 29, <i>Monday</i>	Registration and orientation
September 30, <i>Tuesday</i>	Classes begin
October 6, <i>Monday</i>	Last day to register for credit or to change courses
November 11, <i>Tuesday</i>	Veteran's Day holiday
November 27-30, <i>Thursday-Sunday</i>	Thanksgiving holiday
December 19, <i>Friday</i>	Fall term ends



1

GENERAL
INFORMATION
FOR
STUDENTS

GENERAL INFORMATION

The University of Oregon School of Nursing offers an undergraduate curriculum leading to a Bachelor of Science degree designed for two kinds of students: the student with no previous nursing preparation; the student who is a graduate of a hospital or community college school of nursing. The curriculum includes preparation in community health nursing.

The school offers a graduate curriculum leading to a Master of Nursing or Master of Science in Nursing Education. The Master of Nursing advanced program of study emphasizes clinical specialization in Medical-Surgical Nursing and in Psychiatric-Mental Health Nursing. Opportunity is also provided for preparation for teaching and nursing administration. The graduate curriculum leading to a Master of Science in Nursing Education degree is currently under review and revision.

History

The University of Oregon introduced professional courses in nursing for the first time in the summer session of 1919. 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.

A standard course of study in public health nursing was established in the fall of 1920 as a part of the program of the Portland Division of the School of Sociology; this division was known as the Portland School of Social Work.

In 1926 the University introduced a five-year curriculum in nursing leading to a bachelor's degree. A three-year certificate program was added in 1928 for high-school graduates enrolled in accredited hospital schools of nursing in Portland. The certificate program was discontinued in 1939.

As a part of the reorganization of the Oregon State System of Higher Education in 1932, the Portland School of Social Work was discontinued and the program in nursing was transferred to the Medical School and established in a Department of Nursing Education. A two-year curriculum as preparation for the basic degree program was established at both the University of Oregon, Eugene, and at Oregon State University, Corvallis. Following the two years of preparation, the students received their clinical courses in the Portland hospital schools approved by the department. Since 1936, the professional nursing courses have been offered at the hospitals and clinics of the University of Oregon Medical School and at the appropriate health agencies.

A diploma curriculum for high school graduates was re-established in 1943 as a war-time measure, and the degree program was accelerated for completion in four years. In 1945, the pre-nursing courses were increased to a minimum of five terms, or 82 credits. The diploma program was discontinued in 1950. Public health nursing was incorporated into the basic or generic degree program in 1956.

Financial assistance in the form of a \$60,000 grant received from the W. K. Kellogg Foundation in 1947 made it possible to establish a teaching and supervision program for registered nurses. An advanced program of study leading to the Master of Science in Nursing Education degree with a major in teaching was initiated in 1955.

The Department of Nursing Education became the University of Oregon School of Nursing by action of the State Board of Higher Education in January 1960. In the fall term of 1960 the baccalaureate degree program was reorganized placing the

total program on an academic-year basis and reducing its length to four academic years and one summer term. In the same year the baccalaureate program for registered nurses with a major in nursing, including community health nursing, replaced a program providing specialization in teaching, supervision, and public health nursing. Curriculum revisions effective September, 1974 reduced the program to four years.

The School of Nursing received a mental health grant from the United States Public Health Service in the spring of 1961. The grant made possible a more comprehensive study of mental health concepts in the baccalaureate program.

The curricula in nursing meet University standards and requirements. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree programs of the National League for Nursing; its baccalaureate program is accredited by the National League for Nursing Accrediting Service and the Oregon State Board of Nursing.

Since 1955 there has been a program leading to Master of Science in Nursing Education. In the fall of 1971, the School was authorized to offer a Master of Nursing degree which was accredited April 7, 1973.

The University of Oregon School of Nursing continues as an integral member of the academic community with the reorganization of the University of Oregon Medical School to the University of Oregon Health Sciences Center by action of the State Board of Higher Education in 1974.

Philosophy and Objectives

The faculty and students of the University of Oregon School of Nursing believe in an educational system based on a philosophy that guides the development of the users. Faculty, with student participation, shall provide on-going evaluation of the curriculum and establish educational policy. The administrator facilitates educational plans conceived and approved by the faculty.

Nursing as a profession develops and implements tenets which delineate actions in relation to consumers, associates, and members. Growth in the individual and the profession is predicated on the identification of the activities and responsibilities of the profession to society. Based on the belief that an optimum state of health is a necessary prerequisite to a productive society, the program provides learning experiences in preventive health care and care of the ill.

The School accepts the guidelines that:

1. The individual's potential is most fully realized within a democratic society.
 - (a) The individual is a unique being.
 - (b) The individual has rights and responsibilities.
 - (c) The individual has dignity and worth.
 - (d) Man is a social being.
 - (e) Each individual has the right and responsibility to participate in the decisions that affect him.
 - (f) All people have the right to and responsibility for the provision and maintenance of health.
2. The preparation of the professional nurse appropriately belongs within baccalaureate education.
 - (a) Education is based on principles of the learning process.

GENERAL INFORMATION

- (b) Faculty and students have responsibilities for the School's total development.
 - (c) Faculty and students have freedom to develop and participate in innovative learning.
 - (d) Education guides students and faculty toward responsibility for their present and continued learning.
 - (e) Students and faculty are responsible individuals capable of making decisions and evaluating their consequences.
 - (f) Baccalaureate degree education provides the foundation for advanced academic study.
3. Nursing is a process of interaction.
- (a) Nursing contributes to and makes use of the physical and behavioral sciences.
 - (b) An understanding of normal growth and development is basic to nursing.
 - (c) Nursing is an interpersonal process.
 - (d) Assessment, planning, intervention, and evaluation are components of nursing.
 - (e) Nurses, as members of the health team, work toward achieving optimum wellness for individuals, families, and society.

THE BACHELOR OF SCIENCE PROGRAM

The curriculum leading to the Bachelor of Science degree is designed for two kinds of students: the student with no previous preparation in nursing, and the student who is a graduate of a hospital or community college school of nursing. For the student with no previous preparation in nursing, the curriculum is four academic years. For the student who is a registered nurse, the length of program will vary depending on previous education and the course load carried while at the University of Oregon School of Nursing. Registered nurses usually complete the program in seven quarters.

The graduates of the baccalaureate program prepared for professional nursing can be expected to:

- (1) Assess, plan, implement, and evaluate nursing behaviors which are based upon physical, social, and nursing science principles that result in the promotion and maintenance of health.
- (2) Initiate and maintain both independent and interdependent functioning relationships with individuals and groups in health care.
- (3) Originate and complete investigative studies within the health care system.
- (4) Apply educational experiences to achieve further personal, educational, and professional development.
- (5) Perform as direct practitioner, teacher, leader, collaborator, and continuing learner.
- (6) Initiate action to influence the major environmental and social factors affecting the health needs of society.
- (7) Interpret and communicate the discipline of professional nursing to the health care system and to the community.

THE MASTER'S PROGRAM

Nursing as a professional discipline beyond the baccalaureate level demands both intensive exploration into an area of specialization and extensive experiences within that chosen area. These experiences include clinical practice, teaching and research. The nurse completing such a program will be a practitioner who will serve as a role-model for other nurses and students.

Graduate programs are offered leading to a Master of Nursing or to a Master of Science in Nursing Education to the qualified nurse who has a baccalaureate degree from a National League for Nursing accredited institution of higher learning with an upper division major in nursing including community health nursing.

Master of Nursing. The advanced program of study emphasizes clinical specialization in Medical-Surgical Nursing and in Psychiatric Mental Health Nursing. Opportunity is also provided for preparation for teaching and nursing administration.

Master of Science in Nursing Education. The program is currently under review and revision.

Philosophy of Graduate Education in the School of Nursing. The philosophy of the University of Oregon School of Nursing is consistent with the purposes of the University as a whole. The faculty believes that graduate education builds on the knowledge, skills, understandings, and appreciations to which the student has been introduced in baccalaureate education: awareness of self, an inquiring approach, responsibility as a change agent and independence of action. Therefore, the graduate program of the School of Nursing is designed to prepare nurses to provide leadership in nursing. Leadership in this context refers not only to the designated leader but also to the nurse, who leads by actions, creative thoughts and ideas, and who demonstrates this in practice.

It is further believed that scholarly achievement and research are the foundation for making nursing judgment and are fundamental to becoming a skilled clinician. Theories which have been synthesized from the physical, biological and social sciences serve as the basis for planning and delivering nursing care.

Graduate education provides time for the development of expertise in a clinical area. This not only includes content in the field but also an opportunity to learn approaches which are applicable in future situations. Concomitant to the development of clinical competencies is the responsibility for advancement of the profession through communication of knowledge.

The faculty believes that there should be an opportunity to acquire knowledge and develop understanding of a functional area. The level of competency which can be attained will vary with the backgrounds of the students.

In addition, the faculty believes that all students should have an introduction to research methodology. The extent of understanding of research comes through experience provided in the thesis and/or clinical studies.

Upon completion of the program, students will have taken the first step in graduate education. They will be able to serve as leaders in the delivery of health services, demonstrate the expanded role of the nurse and be contributing members of the profession.

Objectives of Graduate Program. Because graduate students are expected to be self-directive and self-evaluative, students are assisted in planning a program which

GENERAL INFORMATION

will utilize their strengths and lead to achievement of their personal and professional goals. The objectives of program are to increase their ability to:

- (1) Develop advanced clinical competencies.
- (2) Provide a foundation based upon the natural and social sciences emphasizing relevance to the theory and practice of nursing.
- (3) Develop a research competency that can function as:
 - (a) a foundation for advanced nursing research training, and/or
 - (b) a tool through which scientifically based information can be acquired and applied.
- (4) Develop those information processing and retrieval skills necessary to analyze and synthesize knowledge.
- (5) Develop in each student that knowledge sufficient to understand and predict future changes in the health care system and to identify future directions of the science and practice of nursing within the system.
- (6) Create the conditions through which each student continually applies and relates nursing theory to advanced nursing practice as clinician or specialist.
- (7) Develop in each student that combination of knowledges, skills, and attitudes sufficient in breadth and depth to act as a foundation for further formal and/or informal educational experiences.

Instructional Facilities

The professional nursing courses are provided at the School of Nursing, located on the University of Oregon Health Sciences Center campus in Portland. Non-nursing courses are obtained through the auspices of Portland State University and Portland Continuation Center of the Division of Continuing Education of the Oregon State System of Higher Education.

The University of Oregon Health Sciences Center campus occupies a 101-acre tract on Marquam Hill, a mile and half south west of the business center of Portland. The site overlooks the city and the Willamette River. Metropolitan Portland, with a population of 916,000, is known for its beautiful homes, parks, and scenic boulevards, and for its mild climate. The foothills of the Cascade Mountains rise on the outskirts of the city. Mt. Hood, one of the major peaks of the range, towers on the southeastern horizon.

The University of Oregon Health Sciences Center library collection includes approximately 135,234 volumes of books and bound periodicals and a large number of unbound periodicals. Approximately 2,388 serial publications are received. Through the privileges of interlibrary loan and microfilm service, it is possible to procure, within a few days, material not in this collection. MEDLINE service is available.

Classrooms and well-equipped laboratories are housed in Mackenzie Hall, the Administration Building, the Basic Science Building, and the Clinical Laboratories Building. Classrooms are also available in the various hospitals and health agencies which provide clinical nursing experiences. The School of Nursing Learning Resources Center is located in Emma Jones Hall.

The on-campus clinical facilities include:

- (1) The University of Oregon Medical School Hospital of 372 beds, including Doernbecher Memorial Hospital for Children with 110 beds.

STUDENT HOUSING

- (2) University Hospital North, a 161-bed hospital with medical, surgical, obstetrical, psychiatric crisis, and emergency units.
- (3) The Outpatient Clinic, which has more than 169,500 patient visits each year.
- (4) The Crippled Children's Division with the university-affiliated Child Development and Rehabilitation Center, which provides state-wide services to children with crippling conditions.

The extended care clinical facilities include :

- (1) Clackamas, Marion, and Multnomah County Health Departments.
- (2) Visiting Nurse Association, Portland.
- (3) Dammasch Hospital, Wilsonville—460 beds.
- (4) Good Samaritan Hospital, Portland—500 beds.
- (5) Physicians and Surgeons Hospital, Portland—160 beds.
- (6) St. Vincent Hospital, Portland—400 beds.
- (7) Veterans Administration Hospital, Portland—527 beds.
- (8) Bess Kaiser Hospital, Portland—252 beds.
- (9) Woodland Park Hospital—185 beds.
- (10) Meridian Park Hospital—82 beds.
- (11) Nursery school agencies.
- (12) Multiple community health agencies—private, public, voluntary.
- (13) Selected physicians' offices.

Student Housing

An attractive, modern residence, the Women's Residence Hall, 707 S.W. Campus Drive, is provided for women students enrolled in programs of the School of Nursing and Medical School. Those under 21 years of age who elect to live in off campus housing must file a parental permission form. Students are encouraged to consider the pleasant surroundings and proximity to classrooms and laboratories, hospitals and clinics, which is afforded by living in the Women's Residence Hall. The Women's Residence Hall has no closing hours and students may come and go as they wish. However, for security purposes, there is evening and night housemother coverage.

Students planning to live in the Women's Residence Hall should make room reservations with the residence director not later than July 1. The applications must be accompanied by a room deposit of \$25.00. If dormitory reservations are cancelled before August 1 the room deposit will be refunded. The student who resides with parents, relative, or spouse is considered a commuter. Men students may locate their own housing accommodations, preferably near the Medical School campus or in the vicinity of Portland State University.

Students are assigned for meal service to cafeterias on the campus. These are located at the Medical School Hospital, Mackenzie Hall and the Dental School. Students pay cash for meals; these are estimated at approximately \$4-5/day.

Most rooms are double occupancy. Charges are \$210 for Fall term; \$175 for Winter term; \$165 for Spring term and \$115 for Summer term. Payment for rooms may be arranged on a basis of one or three installments per term.

Student parking is available through campus parking service, room 1036, Administration. Fees vary according to time and location.

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Student Expenses

- (1) The cost of textbooks and instructional material depends on the course requirements. For baccalaureate students, the average cost is \$200 for the sophomore year, \$150 the junior year, and \$150 for the senior year.
- (2) A NLN Achievement Test is required for most courses. Cost: \$1.50 per test.
- (3) Women students' uniforms and lab jackets cost approximately \$78; men students' \$68. Students are responsible for their own laundry. The school uniform requirements are two uniforms, two lab jackets, and two caps. Men students wear the uniform shirts and trousers, and the lab jacket.

Uniforms are purchased from the House of Uniforms, 1037 Lloyd Center, Portland. Students are advised to purchase uniform, jacket, and cap at the beginning of the fall term of the sophomore year. The additional uniform and jacket may be purchased later. White duty shoes, hose, and uniform personal wear are available at the House of Uniforms.

- (4) Baccalaureate students attending extended classes should allow approximately \$10 per term for transportation to other campuses and \$80 per term to outside hospital teaching units.
- (5) Students must have current driver's licenses and should plan to have access to a car, for transportation to extended campus assignments.
- (6) Registered nurse students are required to have a current license to practice in a state or United States.
- (7) The Student Association dues are \$5.00 per year, payable to their treasurer at the beginning of fall term.
- (8) Students are encouraged to join the Student Nurses of Oregon Association.
- (9) Registered nurse students who are members of the Elnora Thomson Association pay a fee of \$1.00 per term.
- (10) For graduate students, costs of textbooks, supplies, typing and binding of the thesis or field study vary. The total is apt to approximate \$500.

*Fees and Expenses at the University of Oregon
School of Nursing, Portland*

BACCALAUREATE PROGRAM

Residents*

(Full-Time)—10 credit hours or more

Tuition, per term	\$143.00
Health Service fee, per term	33.00
Incidental fee, per term	16.00
Building fee, per term	10.00
	\$202.00

*FEES AND
EXPENSES*

(Part-Time)

Tuition and laboratory fee for resident students taking nine credit hours or less, minimum \$28.00.

1-2 hours	\$ 28.00
3 hours	42.50
4 hours	57.00
5 hours	71.50
6 hours	86.00
7 hours	100.50
8 hours	115.00
9 hours	129.50

Non-Residents

(Full-Time)—10 credit hours or more

Tuition, per term	\$450.00
Health Service fee, per term	33.00
Incidental fee, per term	16.00
Building fee, per term	10.00
	\$509.00

(Part-time)

Tuition and laboratory fee for nonresident students taking nine credit hours or less, minimum \$90.00.

1-2 hours	\$ 90.00
3 hours	135.00
4 hours	180.00
5 hours	225.00
6 hours	270.00
7 hours	315.00
8 hours	360.00
9 hours	405.00

MASTER'S PROGRAM

(Full-Time)—9 credit hours or more

Tuition, per term	\$235.00
Health Service fee, per term	33.00
Incidental fee, per term	16.00
Building fee, per term	10.00
	\$294.00

(Part-Time)

Tuition and laboratory fee for graduate students taking eight credit hours or less, minimum \$53.00.

1-2 hours	\$ 53.00
3 hours	79.00
4 hours	105.00
5 hours	131.00
6 hours	157.00
7 hours	183.00
8 hours	209.00

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Special Fees and Penalties

Breakage deposit	\$ 2.00
Evaluation fee (not refundable)	10.00
Transcript fee	2.00
†Late registration fee	5.00
Late payment of fees, per day	1.00
Drop fee	1.00
Microscope rental fee	10.00
Cap and gown fee	4.00

Special Examination Fee

Students pay a fee of \$5.00 per term hour for the privileges of taking an examination for advanced credit, or other special examinations per term hour	\$ 5.00
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College Level Examination Program tests are available for those who wish to establish credit-by-examination. Fees are \$25.00 for the battery of tests and \$15.00 for one subject test. See Registrar for further information.

Effective fall term 1974, baccalaureate students are admitted in September. Non-resident students scheduled for summer classes will be subject to usual non-resident fees.

The curriculum in nursing includes regularly scheduled courses, as well as electives, at Portland State University and Division of Continuing Education. Students register for all courses through the School of Nursing and pay one fee. Students who withdraw from courses without permission from the School of Nursing are billed for fees.

The State Board of Higher Education reserves the right to make changes in the rates quoted without notice.

Regulations Governing Nonresident Fee

Under the regulations of the Oregon State Board of Higher Education, a minor student whose parent or guardian is a bona fide resident of Oregon qualifies for enrollment under the resident fee. An emancipated student whose domicile is independent of his parent or guardian qualifies for enrollment under the resident fee if he presents convincing evidence that he established his domicile in Oregon six months prior to his first registration in any institution of higher learning in the State of Oregon.

All other students are required to pay the nonresident fee, with the following exceptions: (1) a student who holds a degree from an accredited college or university (however, a nonresident student with a bachelor's degree enrolled in a curriculum at the University of Oregon Medical or Dental School leading to the degree of Doctor of Medicine or Doctor of Dental Medicine is required to pay the nonresident fee); (2) a student attending a summer session.

A student who has been classified as a nonresident *may be* considered for reclassification as a resident:

- (1) In the case of a minor, if his parent or guardian has moved to Oregon and has established a bona fide residence in the state, or

† Registration day is the first day of each term. Registration must be completed the first two days of each term and fees paid by Friday of registration week.

SCHOLARSHIPS AND LOANS

- (2) In the case of an emancipated student whose domicile is independent of that of his parent or guardian, if the student presents convincing evidence that has established his domicile in Oregon and that he has resided in the state for an entire year immediately prior to the term for which reclassification is sought, and that he has no intention of moving out of the state after completion of his school work.

A student whose official record shows a domicile outside of Oregon is prima facie a nonresident and the burden is upon the student to prove that he is a resident of Oregon. If his scholastic record shows attendance at a school outside of Oregon, he may be required to furnish further proof of Oregon domicile.

If any applicant has questions concerning the rules governing the administration of these policies, he should consult the Registrar's Office.

Scholarships, Grants-in-Aid and Loans

The School of Nursing has available a number of scholarships, grants-in-aid and loan funds for deserving nursing students. All applications should be filed with the Financial Aids Officer of the Medical School unless otherwise noted. For general comprehensive information on scholarships and loans, basic students are advised to enclose 15¢ and request the brochure "Scholarships and Loans—Beginning Education in Nursing" from: National League for Nursing, 10 Columbus Circle, New York, New York 10019. Registered nurse students follow the same procedure but request the brochure "Scholarships, Fellowships, Educational Grants, and Loans for Registered Nurses."

SCHOLARSHIPS

The *Hoyt Scholarships* are awarded in amounts of \$200 to \$500 each per year by the School of Nursing with applications made in January by currently enrolled nursing students for the fall term of the following academic year.

The *Clarence A. and Mary Maulding Trust Fund* was established through a bequest under the will of Clarence A. Maulding of Salem. The fund is to be used for two scholarships each year, one for a student in medicine and one for a student in nursing.

Other scholarships are available from local community service organizations. Applications are made directly to that organization in your community. A list of organizations in your community may be obtained from the School of Nursing Office. The *School of Nursing* offers a limited number of scholarships to deserving nursing students. Awards are made on the basis of scholastic achievement and need.

GRANTS-IN-AID

Available to baccalaureate students are appointments in the *Army Student Nurse Program* and the *Navy Nurse Corps Candidate Program*. These would become effective at the beginning of the junior or senior year. The appointments carry generous financial allowances. The students who receive support for two years must serve on active duty in that service for 36 months; for one year's support they must serve 24 months.

Available to *registered nurses* is application to appointment in the *Army Student*

GENERAL INFORMATION

Nurse Program and the *Air Force Registered Nurse Student Program*. These are conditional upon the completion of the course of study within 24 months.

For additional information and application on the above, see your local recruiter.

LOANS

The Nurses Training Act—Student Loan Fund of 1964; revised 1971, made available to both basic and registered nurses enrolled in a baccalaureate program loans to finance their education. They are interest-free loans, as long as the borrower is a full-time nursing student and for a period of nine months upon termination of a program. The Act provides for cancellation up to a maximum of eight-five percent of the total loan if the student continues in the field of nursing for a specified time. Some scholarship assistance is available. Applications are made to the Financial Aids Officer of the Medical School.

The Oregon Guaranteed Student Loan Fund (Oregon residents only) is an arrangement between the University of Oregon Medical School, the student's Oregon bank, and the Oregon State Scholarship Commission to provide assistance of up to \$1,500 per year for undergraduate students and \$1,500 a year for graduate students for up to a total of \$7,500.

Emergency loans may be directed through the School of Nursing or the Financial Aid Officer of the Medical School.

The *Mother's Club Loan Fund* was established by the Mother's Club of the School of Nursing to aid those nursing students in need of financial aid on a small short-term basis. These are limited to \$75 each. Repayment is on the basis of a moral obligation and ability to repay.

Financial Aid Funds Administered by the University of Oregon Health Sciences Center Advancement Fund

The Advancement Fund is a public, charitable foundation directly affiliated with the University of Oregon Health Sciences Center. Student financial aid is one of the purposes for which the Advancement Fund is constantly seeking support. Listed below are those loans and scholarships through which interested groups and individuals have transmitted their concern for aiding worthy nursing students. All applications are to be made to the financial aids officer of the University of Oregon Health Sciences Center.

LOANS

Emilie Jo Pastega Simpson Memorial Loan Fund. This fund was established by Mr. and Mrs. Mario Pastega in memory of their daughter, Emilie Jo Pastega Simpson, as a perpetual loan fund for medical students and nursing students. The maximum loan available is \$500 per student. Loans are restricted to residents of Oregon.

Sam Jackson Art Society Medical Center Student Loan. This fund, established in 1972 by those interested in art at the Medical School (known as the Sam Jackson Crafty Art and Buffalo Grass Society), provides loans to students enrolled in the Medical School, the School of Nursing, or in other programs leading to a degree or certificate offered by the University of Oregon Medical School. Loans are limited to a maximum of \$50 per student per year and to the extent that funds are available.

Brenda Hall Van Dyke Memorial Loan Fund. The family and friends of Mrs.

Brenda Hall VanDyke established this loan fund in 1971 to assist senior students seeking the Bachelor of Science in Nursing Degree. Loans are limited to \$500 per year and to the extent that funds are available.

General Nursing Student Loan Fund. This loan fund was established by an anonymous donor to aid worthy and needy School of Nursing students. Loans are not to exceed \$500 per year.

Multnomah County Medical Auxiliary Health Careers Loan Fund. This fund was established in 1972 by the Multnomah County Medical Auxiliary to provide loan funds of not more than \$500 per student per year to upperclassmen who are enrolled in the University of Oregon Medical School or students in certified programs in health related fields.

Keith Edwards Memorial Student Loan Fund. This loan fund was established in memory of Keith Edwards who was a medical student. Any year nursing, medical, or allied health students are eligible for loans up to \$500 per year per applicant.

SCHOLARSHIPS

Associated Students University of Oregon School of Nursing Scholarship. This fund was established in 1972 by the Associated Students of the University of Oregon School of Nursing to assist those who are seeking the Bachelor of Science in Nursing Degree. The award shall be by scholarship grant of not less than \$200 to the extent that funds are available.

University of Oregon Student Services Committee Scholarship Fund. This scholarship fund was established by the Student Services Committee of the School of Nursing to aid needy baccalaureate nursing students. The amount is determined by funds available.

Student Activities

Organizations such as the Associated Students of the University of Oregon School of Nursing, Alpha Tau Delta, national honorary nursing society, and the Nurses Christian Fellowship, an interdenominational group, provide social activities to suit student needs and desires.

The Student Activities Building provides recreational facilities for all student groups—medical, dental, and nursing. There are tennis courts adjacent to the Student Activities Building.

Basic students participate in the activities of the Student Nurses of Oregon. Registered nurse students are eligible for membership in the Elnora Thomson Association, organized in 1947.

For further information, see the *Guidelines for Students*.

Health Program

A Health Service provides preventive as well as therapeutic services. Before admission to the School of Nursing, an application is required to have a health examination by his family physician, reported on forms provided by the administrative offices. Students who are registered full time simultaneously at Portland State University and the School of Nursing may choose either of the health serv-

GENERAL INFORMATION

ices for coverage and pay only one fee. A student registered full time at one institution and part-time at another, will be covered under the health service program at the institution where he is registered full time. Only in cases where the student is registered full time at both institutions can an election be made. Supplementary student health insurance is available.

Detailed information is provided in the Health Service pamphlet available at registration.

Alumni Association

The Alumni Association of the School of Nursing includes graduates of all programs, together with graduates from the former Multnomah Hospital Training School. This organization is devoted to the interests of students and graduates and to the promotion of high standards of professional nursing.

In 1971 by action of its Board, due to financial limitations, the Association placed itself on an inactive status. During the 1974-75 year, interested alumni will be working with the Office of Development's staff to secure financial support to reactivate the Alumni Association and determine its needs.

Course Numbering System

The uniform course-numbering system of the Oregon State System of Higher Education, as it applies to the courses of the School of Nursing, is as follows:

- 50- 99 Beginning courses taught in high school which carry credit toward a bachelor's degree.
- 100-299 Lower-division courses.
- 300-499 Upper-division courses. Those 400-499 courses which are approved for graduate credit are designated (G) following the title.
- 500-599 Courses primarily for graduate students, but to which seniors of superior scholastic achievement may be admitted on approval of instructor and department head concerned.

The number following the course title indicates the credit hours earned each term. In lecture courses, 1 clock hours per week per term is required for 1 credit hour. In nursing laboratory classes, three clock hours of laboratory experience per week per term are required for 1 hour of credit.

Grading System

The grading system consists of three passing grades, *A*, *B*, and *C*; no pass, *N*; incomplete, *I*; withdrawn, *W*; audit, *X*. *A* denotes exceptional accomplishment; *B*, superior; *C*, satisfactory. When the quality of the work is satisfactory, but some minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor, a report of *I* may be made and additional time granted. If an *I* is not removed within a year, it automatically becomes an *N*; exceptions to the time limitation may be made for baccalaureate students if there are problems in the scheduling of clinical laboratory experience. A student may withdraw from a

course only with the approval of the school. A student who discontinues attendance without official withdrawal receives a grade of *N* in the course.

Marks of Pass-No Pass. Certain University courses are designated no-grade courses. Students in these courses receive marks of "pass" (P) or "no pass" (N). For a bachelor's degree from the University, a student must receive at least 90 term hours of credit in courses for which grades are given. All courses required for the nursing major are graded.

A student who wishes to exercise the pass-no pass option in any course must do so at the time of registration, or within the period allowed for changes. Acceptability of credit earned with a mark of P toward the satisfaction of major requirements is determined by the School, department, or committee directing the major program—this provision applies to any specific course required for the completion of a major, whether or not the course is taught in the division directing the major program.

Electives—Concurrent Courses. Students taking an elective or concurrent courses at Portland State University must register for these through the Registrar, Medical School campus. Students who may elect to drop a course or change their credit loads during the term must also notify the Registrar. Such changes are subject to the \$1.00 change of course fee.

Grade-Point Average. For purposes of computing a student's grade-point average, the standard measure of scholastic standing, all work graded is assigned a numerical point value, as follows: *A*, 4 points per term hour; *B*, 3 points per term hour; *C*, 2 points per term hour. The grade-point average (GPA) is the quotient of total points divided by total term hours for which grades are received. Marks of *I*, *W*, *X*, *P*, and *N* are disregarded in the computation of the grade-point average.

If at any time during the school year a baccalaureate student is not progressing satisfactorily, it is the responsibility of the student to consult the Assistant Dean. Should special problems arise that threaten to interfere with study, the graduate student should consult a faculty member for advice before scholarship has been seriously affected.

Leave of Absence. Students who interrupt their professional programs for personal reasons may be permitted to take a leave of absence with approval of the School of Nursing. When students request a leave of absence, they should indicate the anticipated term and year they expect to resume their studies and direct correspondence to the Dean, School of Nursing. A student who has extended a leave of absence for more than a year is required to apply for re-admission. The application is reviewed by the Admissions Committee. The date of re-admission is determined by availability of clinical resources needed for the student's program. Unofficial leave of absence results when a student fails to register for a planned term. Re-entry to the program for that student or for one who has withdrawn from planned clinical courses part-way through a term (unless by faculty advice) is contingent on the approval of the Dean and the availability of the necessary clinical resources. It is necessary to submit a request for re-entry to the Dean one term in advance of expected date of resuming study.

Withdrawal. A student, who because of circumstances desires to discontinue in the program, must present to the Dean, School of Nursing, a statement in writing declaring intention to withdraw from the School. It is advised that the student seek counsel from an adviser before taking action. A withdrawal becomes official only when the appropriate forms are completed and submitted to the Registrar. If the student desires to return later, an application for re-admission is required.

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Dismissal. The School of Nursing reserves the privilege of retaining only those students, who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing. The usual procedure for recommending dismissal comes after review by the Executive Committee, which is composed of members of the faculty. Ordinarily, a student may be on probation and is subject to counsel before the Executive Committee may recommend dismissal. However, for adequate cause, a student may be dropped without previous warning.

Scholarship Regulations

The administration of the regulations governing scholarship requirements is vested in the Executive Committee of the faculty. This committee has authority to disqualify students when it appears that their work is of such a character that they cannot continue with profit to themselves and with credit to the institution. In general, profitable and creditable work means substantial progress toward meeting graduation requirements. Any term or cumulative grade-point average below 2.00 is considered unsatisfactory, and may bring the student's record under review by the Executive Committee. A student whose term or cumulative grade-point average falls below the acceptable minimum is notified of scholastic deficiency by the Office of the Registrar.

Students maintaining commendable scholastic achievement, (i.e. 3.5 grade-point average or above) are recognized by placement on the Dean's list and names are published each term in *Medical Center News*.

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ADMISSION AND DEGREES



ADMISSION AND DEGREES

Admission

To be admitted to the School of Nursing, a student must file an application and have a personal interview if feasible. Application materials are available from the School of Nursing after January 1 and must be completed and on file in the Registrar's Office prior to April 1. The National League for Nursing Prenursing and Guidance Examination is required of all with no previous preparation in nursing. Information about the tests and application forms may be obtained from the School of Nursing. Students are urged to take the tests early in the freshman year so reports of achievement are available for academic counseling and are on file when the application is submitted for admission to the School of Nursing.

As of the academic year 1974-75, baccalaureate degree candidates will be admitted once a year in the fall term. The student with no previous preparation in nursing enrolls for the freshman year courses at any accredited university or college and follows the program as outlined in this catalog. At the time of application for admission to the School of Nursing, transcripts for course work completed to date are submitted. Final transcripts will be expected before admission. The remainder of the program consisting of three academic years will be completed at the University of Oregon School of Nursing in Portland.

The registered nurse who is applying for admission to the baccalaureate program must be a graduate of an approved community college or hospital school of nursing and be currently licensed to practice nursing. This student likewise files an application and has a personal interview if feasible; while the registered nurse student may enter program any term, admission fall term ensures more available access to the basic science course requirements for the sophomore year. Evidence of completion of the freshman year college courses, plus any other academic records including the school of nursing transcript is submitted. The availability of credit-by-examination is described on page 31. Placement in and modification of the program plan for completion of baccalaureate degree requirements is contingent on the credits transferred and successful achievement in challenge examinations in nursing courses after admission. Most registered nurse students complete the program in seven quarters.

A qualified student in good standing at any accredited baccalaureate school of nursing may apply for admission with advanced standing. The Admissions Committee and the Registrar determine the amount of transfer credit and the placement of the student.

Because of the professional nature of nursing and its responsibilities to the public, the faculty of the School of Nursing has established critical standards for student selection. Prospective nursing students must maintain a 2.25 GPA during their prenursing program to be eligible to apply for admission to the School of Nursing. Scholastic achievement is only one of the criteria for admission; therefore, attainment of the minimum 2.25 GPA does not assure admission to the School.

Progression to the professional nursing courses in the junior and senior year of program requires students' ability to demonstrate academic achievement to maintain a 2.5 grade point average.

Applicants are selected regardless of race, sex, age, religion, national origin, color or marital status. Those with small children are expected to make adequate arrangements for their care so the student's nursing program may proceed as planned. In addition to scholastic achievement, criteria for selection include evidence of sound physical and emotional health, good moral character, expression of interest in nursing, and motivation to become involved in a helping profession.

Employment reports, if any, are significant. The candidate's statement regarding reasons for seeking a career in nursing is regarded by the Admissions Committee as an important communication.

Primary consideration is given to well qualified applicants who are residents of Oregon. Superior applicants from other states are given consideration, with preference to those from states with few baccalaureate degree programs in nursing. Notice of acceptance or rejection is sent by the Registrar.

For information regarding admission to graduate study, see page 33.

Degrees

The University of Oregon grants the following degrees: (1) Bachelor of Science; (2) Master of Nursing; (3) Master of Science in Nursing Education.

Requirements for Bachelor's degree. A total of 186 term hours is required for a bachelor's degree, including at least 82 term hours of non-nursing subjects. The nonprofessional requirements are:

- (1) English Composition: 6 term hours.
- (2) Group requirements in liberal arts, distributed as follows:
 - Group I: Arts and Letters—3 courses of at least 3 term hours each: General Arts and Letters; Art: Art History 201, 202, 203, 204, 205, German and Russian; Music: Music 201, 202, 203, 204, 205, 206; Philosophy, except courses listed under Social Science; Romance Languages; Speech
 - Group II: Social Science—3 courses of at least 3 term hours each; General Social Science; Anthropology; Economics; Geography; History; Philosophy, except courses listed under Arts and Letters; Political Science; Psychology, except courses listed under Science; Religion; Sociology.
 - Group III: Science—3 courses of at least 3 term hours each. General Science; Biology; Chemistry; Computer Science; Geology; Mathematics; Physics; Psychology, except courses listed under Social Science.
 - Group IV: An option—3 courses of at least 3 term hours each to be selected in any combination from the above 3 groups.

Each of the groups must total at least 9 term hours; the group in science must include laboratory or total 12 term hours.
- (3) A minimum of 36 term hours in social science or science.
- (4) Residence credit: a minimum of 45 term hours of the last 60 presented for the degree in residence on the Health Sciences Center or the Eugene campus.
- (5) Upper-division: 62 term hours (in courses numbered 300-499).
- (6) Electives as needed to meet total credit requirements.
- (7) Physical Education: 3 terms in activity courses unless excused.*
- (8) Grade-point average covering all work offered for the degree: Minimum 2.00.

* Students who have completed six months of active military service in the Armed Forces of the United States are exempt from 3 terms of physical education requirements; to qualify for exemption, such students must file documentary evidence of their service. Students entering the School of Nursing with more than one year of pre-nursing study must have completed 5 credits in P.E. activity.

ADMISSION AND DEGREES

(9) Grade-point average covering all work offered on campus: Minimum 2.00.

Credit transferred from an accredited junior college may be counted only as a part of the first 108 term hours earned toward a baccalaureate degree.

Courses completed more than five years prior to granting the degree will be subject to review in terms of current requirements.

Advanced standing is not granted at the time of admission for courses completed in unaccredited collegiate institutions. However, after matriculation, the student may petition for credit in courses which are the equivalent of those taken at the unaccredited institution.

Degree candidates should file an application for a degree in the fall term prior to commencement. All responsibility for fulfilling graduation requirements rests with the student.

Requirements for Master's Degree. See requirements listed on page 35.



3

PROGRAMS OF STUDY

PROGRAMS
OF STUDY

Bachelor of Science

Program for Students With No Previous Preparation in Nursing

The freshman year study may be taken at any accredited university or college. Some courses numbered 100-299 may be offered at an accredited junior college for college transfer credit and can be equated to these course requirements. The remainder of the program is to be completed at the University of Oregon School of Nursing. Program includes study in arts and sciences. Professional study is dispersed throughout the curriculum, with greater concentration provided in the junior and senior years.

Curriculum: (For classes entering before September, 1974)

Freshman Year

(Any accredited university or college or junior college offering transfer courses)

	Term Hours		
	Fall	Winter	Spring
*English Composition (Wr 111, or Wr 121)	3	..	..
Arts and Letters	3	3	3
Elementary Chemistry (Ch 101, 102, 103, or 104, 105, 106)	3-4	3-4	3-4
Social Science (Gen. Anth. 101 or 102 or 103 required)	3	3	3
Electives (to be selected from Arts and Letters, Social Sciences, or Sciences)	3	6	..
Nutrition (HEc 225, or HEc 214, or FN 225) .....	..	..	3
†Nur 111, Background for Nursing .....	..	..	3
‡Physical Education	1	1	1
	16-17	16-17	16-17

Sophomore Year

(University of Oregon School of Nursing)

	Term Hours			
	Summer	Fall	Winter	Spring
Psycho-Social Dynamics in Nursing (Nur 315)	2	..	..	..
Microbiology (Mb 211)	3	..	..	..
Organic and Biochemistry (Ch 211)	3	..	..	..
General Psychology (Psy 201, 202)	6	..	..	..
Anatomy and Physiology (An-Phy 211) .....	..	4	..	..
Social Science (Required Soc 204 or 205) .....	..	3	..	..
Fundamentals of Medical and Surgical Nursing (Nur 211) .....	..	3	..	..
Clinical Experience in Medical and Surgical Nursing (Nur 212) .....	..	3	..	..
Backgrounds for Nursing (Nur 111) (or elective) ....	..	3	..	..
Anatomy and Physiology (An-Phy 212) .....	..	..	4	..
Anthropology (101 or 102, or 103) .....	..	..	3	..
Medical and Surgical Nursing (Nur 311) .....	..	..	5	..

* Opportunity to complete the additional composition will be provided in the junior year at the School of Nursing, or students may complete the six credits if offered the freshman year on the campus where they are enrolled.

† If Nursing 111 is not offered on some campuses, arrangements are made for students to secure it at the School of Nursing.

‡ Students who stay on prenursing campus for more than one year must complete a minimum of 5 term hours of Physical Education Activities. Health Education is not required.

*BACHELOR'S
DEGREE*

	Term Hours			
	Summer	Fall	Winter	Spring
Clinical Experience in Medical Surgical Nursing (Nur 312) .. .. .	..	..	5	..
Pharmacology (Phc 211) .. .. .	..	..	..	3
Medical and Surgical Nursing (Nur 313) .. .. .	..	..	..	5
*Clinical Experience in Medical and Surgical Nursing (Nur 314) .. .. .	..	..	..	2-5
Human Development (Psy 311) .. .. .	..	..	..	3
	<hr/>	<hr/>	<hr/>	<hr/>
Junior Year	14	16	17	13-16
Principles of Epidemiology and Research (Nur 333) .. .. .	..	..	4	..
Medical and Surgical Nursing (Nur 411) .. .. .	..	3	..	..
*Clinical Experience in Medical and Surgical Nursing (Nur 412) .. .. .	..	2-5	..	..
Obstetrical Nursing (Nur 321) .. .. .	..	..	5	..
*Clinical Experience in Obstetrical Nursing (Nur 322) .. .. .	..	..	2-5	..
Pediatric Nursing (Nur 329) .. .. .	..	..	..	5
*Clinical Experience in Pediatric Nursing (Nur 330) .. .. .	..	..	..	2-5
English Composition (Wr 323) .. .. .	..	3	..	..
†Electives .. .. .	..	3-6	3	3-7
	<hr/>	<hr/>	<hr/>	<hr/>
	..	11-17	14-17	10-17
Senior Year				
Psychiatric Nursing (Nur 327) .. .. .	..	5	..	..
Clinical Experience in Psychiatric Nursing (Nur 328) .. .. .	..	6	..	..
Patterns of Organization for Nursing Leadership (Nur 415) .. .. .	..	..	3	..
Advanced Clinical Experience in Nursing (Nur 416) .. .. .	..	..	8	..
Perspectives in Nursing (Nur 417) .. .. .	..	..	2	..
Leadership Responsibilities in Nursing (Nur 419) .. .. .	..	..	2	..
Community Health Nursing (Nur 483) .. .. .	..	..	..	3
Clinical Experience in Community Health Nursing (Nur 484) .. .. .	..	..	..	8
Seminar : Family Counseling (Coun 407) or Seminar : The Family and the Community (Nur 407) .. .. .	..	..	..	3
Electives .. .. .	..	3-6	..	..
	<hr/>	<hr/>	<hr/>	<hr/>
	*	14-17	15	14
Total credit hours				186-211

Curriculum: (For Class Entering September, 1974)

Freshman Year

(Any accredited university or college or junior college offering transfer courses)

‡English Composition (Wr 111, or Wr 121)	3	..	..
Arts and Letters	3	3	3

* Range of credit adjusted to individual needs, for Registered Nurse students only.

† Junior class students who have not previously completed Human Development (Psy 311) will be required to complete this the junior year.

‡ Opportunity to complete the additional composition will be provided in the junior year at the School of Nursing, or students may complete the six credits if offered the freshman year on the campus where they are enrolled.

PROGRAMS
OF STUDY

	Term Hours		
	Fall	Winter	Spring
Elementary Chemistry (Ch 101, 102, 103, or 104, 105, 106)	3-5	3-5	3-5
Social Sciences (Incl. Gen. Anth. 101 or 102 or 103 required)	3	3	3
Electives (to be selected from Arts and Letters, Social Sciences, or Sciences)	3	6	..
Nutrition (HEc 225, or HEc 214, or FN 225) .....	..	..	3
†Nur 111, Backgrounds for Nursing .....	..	..	3
‡Physical Education	1	1	1
	16-18	16-18	16-18

Sophomore Year (Entering Class—September, 1974)
(University of Oregon School of Nursing)

Microbiology (Mb 211)	2	..	..
Organic and Biochemistry (Ch 211)	3	..	..
Nursing Science I (Nur 250)	2	..	..
Clinical Experience in Nursing (Nur 251)	4	..	..
General Psychology (Psy 201)	3	..	..
General Sociology (Soc 204 or 205)	3	..	..
Anatomy and Physiology (An-Phy 211) .....	..	4	..
Microbiology (Mb 212) .....	..	2	..
Nursing Science II (Nur 252) .....	..	2	..
Clinical Experience in Nursing (Nur 253) .....	..	4	..
General Psychology (Psy 202) .....	..	3	..
Anatomy and Physiology (An-Phy 212) .....	..	..	4
Pharmacology (Phc 211) .....	..	..	3
Nursing Science III (Nur 254) .....	..	..	4
Clinical Experience in Nursing (Nur 255) .....	..	..	6
	17	15	17

Junior Year

Nursing Science IV (Nur 350)	3	..	..
**Clinical Experience in Nursing (Nur 353)	2-5	..	..
Family Nursing: The Emerging Family (Nur 354)	3	..	..
Human Development (Psy 311)	3	..	..
Nursing Science V (Nur 352) .....	..	3	..
**Clinical Experience in Nursing (Nur 355) .....	..	2-5	..
Family Nursing: The Child Rearing Family (Nur 356) .....	..	3	..
English Composition (Wr 323) .....	..	3	..
Principles of Epidemiology and Research (Nur 333) .....	..	..	4
**Clinical Experience in Nursing (Nur 357) .....	..	..	2-5
Family Nursing: The Maturing Family (Nur 358) .....	..	..	3
Elective	3	3	3
	14-17	14-17	12-15

Senior Year

Nursing Science VI (Nur 450)	3	..	..
Clinical Experience in Community Nursing (Nur 453)	6	..	..

† If Nursing 111 is not offered on some campuses, arrangements are made for students to secure it at the School of Nursing.

‡ Students who stay on prenursing campus for more than one year must complete a minimum of 5 term hours of Physical Education Activities. Health Education is not required.

** Range of credit adjusted to individual needs, for registered-nurse students only.

*BACHELOR'S
DEGREE*

	Term Hours		
	Fall	Winter	Spring
Community Nursing—Part I (Nur 454)	3	..	..
Nursing Science VII (Nur 452) .....	..	3	..
Clinical Experience in Community Nursing (Nur 455) .....	..	6	..
Community Nursing—Part II (Nur 456) .....	..	3	..
Selected Experiences in Nursing (Nur 457) .....	..	..	3
Nursing Issues (Nur 458) .....	..	..	6
Elective	3	3	3
	15	15	12

***Total Credit Hours 188-194

Program for the Registered Nurse

The baccalaureate program is the same as that for students who enter with no previous preparation in nursing. The freshman year has been previously described. The registered nurse may wish to obtain credit-by-examination for some of the freshman year courses. A faculty adviser at the School of Nursing will assist the student in making arrangements for CLEP (College-Level Examination Program) examinations in subjects already mastered. The University of Oregon has developed teacher-made tests which can be used to challenge courses in psychology and nutrition. A faculty adviser will be of assistance in arranging for these tests.

Program planning for registered nurses is based on the philosophy of baccalaureate education in the School. The belief that preparation of the professional nurse appropriately belongs within baccalaureate education has afforded development of a curriculum consistent with the aims of general education and goals of nursing education. Registered nurses desirous of completing the baccalaureate degree are expected to fulfill the requirements for admission and graduation. Academic counseling provides the registered nurse students assistance in assessing their previous educational foundation as the basis for program planning to meet the Bachelor of Science requirements.

Registered nurses seeking admission may request an application for admission when all of the admission prerequisites have been met. Evaluation by the Registrar and the Admissions Committee of their general and nursing education background obtained at any accredited institution of higher learning, or community college, together with any successful achievement in credit by examination in lower division, or transferable technical or other credits such as CLEP determines acceptance into program. Placement in program is contingent upon satisfactory completion of lower division program requirements prior to upper division standing in the nursing major. Information regarding CLEP examination is available in the Registrar's Office of all colleges and universities.

Upon acceptance into the School, full-time and part-time study programs can be planned to meet individual program needs of the candidate particularly related to completing basic sciences, non-nursing and minor nursing requirements.

For the registered nurse student, an orientation term is planned to provide opportunities for assistance in preparation for taking challenge exams in general and selected nursing courses. Opportunities for individual and group learning activities are planned to assist them in identifying their individual goals as a basis for planning their upper division nursing major.

*** Registered nurse students will take additional electives to meet total credit hours of 188. (Approximately 9 term hours.)

PROGRAMS OF STUDY

Curriculum

Freshman

The first year courses taken at any accredited college or university. Some courses numbered 100-299 may be offered at an accredited junior college for transfer credit. Credit may be obtained by CLEP or teacher-made challenge examinations as described above.

Sophomore

Students will be admitted following evidence of satisfactory completion of freshman year requirements. The plan for the sophomore year may be modified contingent on evaluation of previous education and success in challenge examinations in nursing courses.

Junior

This year consists of three terms, namely Nur 321 Obstetrical Nursing, 5 hrs., Nur 322 Clinical Experience in Obstetrical Nursing 2-5 hrs.; Nur 329 Pediatric Nursing, 5 hrs.; Nur 330 Clinical Experience in Pediatric Nursing, 2-5 hrs.; Nur 411 Medical and Surgical Nursing, 3 hrs. Nur 412 Clinical Experience in Medical and Surgical Nursing, 2-5 hrs. The flexible credit arrangement in the clinical experience courses provides opportunity to adjust the practicum to the individual interests and needs of the registered nurse student and also frees time for enrolling in liberal arts-courses at Portland State University. During this year, students also take Nur 333 Principles of Epidemiology and Research, 4 hrs.

Senior

This year also consists of three terms and is the same for all baccalaureate students. The program consists of Advanced Clinical Experience designed for the application of leadership skills; Psychiatric Nursing; Community Health Nursing. There usually are opportunities for electives.

Master of Nursing and Master of Science in Nursing Education

Graduate Programs

The graduate programs are designed to provide advanced professional preparation for the qualified registered nurse who has a baccalaureate degree from a National League for Nursing accredited institution of higher learning with an upper division major in nursing including community health nursing. The Master of Nursing advanced program of study emphasizes clinical specialization in Medical-Surgical Nursing and in Psychiatric-Mental Health Nursing. Opportunity is also provided for preparation for teaching and nursing administration.

Philosophy and Objectives. The philosophy and objectives of the graduate program are consistent with those formulated for the School of Nursing with the scope broadened to meet the needs of nurses preparing for positions of leadership. The programs are individualized according to the student's previous education, experiences, interests, and professional works. See pages 13 and 14, Philosophy and Objectives.

Admission. Application for graduate study may be requested from the Registrar's Office, University of Oregon Health Sciences Center and must be filed by the 15th of the month prior to the planned term for admission. A Graduate Record Examination is required and should be taken well in advance of anticipated time of enrollment. If previously taken, request your scores to be forwarded; if not, write for information and application.

Applicants should be graduates from a National League for Nursing accredited program with an upper division major in nursing including Community Health Nursing. A cumulative grade point average of 2.75 is required. Applicants must be eligible for Oregon licensure. Applicants with a lower grade point average or deficiencies will be advised regarding supplementary courses as a means of providing evidence of ability.

An applicant with a lower undergraduate grade-point average, or with deficiencies, or with a record of graduate study at another institution below acceptable University standards will be advised regarding supplementary study as a means of providing evidence of ability. Provisional standing is occasionally granted as a temporary classification if the applicant must complete supplementary work prior to beginning graduate studies.

Applicants for admission to the Graduate Program are reviewed by an Admissions Committee, the Graduate Council of the University of Oregon Health Sciences Center, and the Dean of the School of Nursing. Notice of acceptance is sent by the Registrar. A personal interview is desirable prior to admission and may be arranged by writing or telephoning the School of Nursing. All application materials must be filed with the Registrar's Office in accordance with the following schedule.

For Admission :	File no later than :
Fall Term	August 15
Winter Term	November 15
Spring Term	February 15
Summer Term	May 15

Admission for Postbaccalaureate Studies or Non-degree Status. A student who is a graduate of an accredited school of nursing may be admitted in a non-degree or postbaccalaureate status. This classification can be used by students who want to take specific courses but do not wish to pursue a degree and, in certain instances, can be used for the student attempting to remove deficiencies and/or to raise grade point average. Course work taken while the student is under this classification carries no commitment that any credit earned may later apply toward a graduate degree.

Application for Study Toward a Graduate Degree. Graduation from a nationally accredited school of nursing with a baccalaureate degree showing an upper division nursing major including Community Health Nursing is required. A cumulative undergraduate grade point average of 2.75 is required.

The Graduate Program Committee and the Graduate Council review requests for transfer from post baccalaureate or non-degree status to regular graduate standing.

Pre-entrance Examination. The Graduate Record Examination is required.

Study Program and Load. Graduate students beginning studies toward a degree are expected to make a tentative plan of program with their faculty adviser. The program is at least four quarters in length. Additional terms may be necessary. This allows sufficient time for completion of the thesis or clinical investigation. Twelve to 15 hours is the usual course load per term.

PROGRAMS OF STUDY

Grade Requirement. A graduate student is required to earn at least a B grade average to qualify for a graduate degree. A grade-point average of less than 3.00 at any time during the student's graduate studies is considered unsatisfactory and may result in disqualification.

Graduate Courses. All courses numbered in the 500s carry graduate credit, as do those in the 400s which have been approved by the Graduate Council. Approved courses in the 400s are designated by (G) or (g) following the course title. Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor only.

Extended Campus Graduate Courses. Graduate students, with the consent of their advisers, take cognate courses for graduate credit at Portland State University. Such courses, selected to support and enhance the major, contribute to a minor. Graduate credit is not allowed for correspondence courses.

Transfer Credit. A maximum of 15 term hours earned in graduate courses at other accredited institutions may be counted toward the minor under the following conditions: (1) the courses must be relevant to the degree program as a whole; (2) the transfer must be approved by the Graduate Program Committee and Graduate Council; (3) the grades earned must be A or B. Credit earned for courses taken at another institution is tentative until validated by courses in residence.

Admission to Candidacy for a Graduate Degree. Admission to graduate status does not of itself entitle a student to become a candidate for a master's degree. A student selects a thesis or clinical investigation adviser during the second term. The student's study proposal is approved by a Reading Committee consisting of the adviser and two other faculty members appointed by the Graduate Program Committee. When the proposal has been approved and a plan of study has been filed, the student is admitted to candidacy for the degree.

Duration of Candidacy. The student must be a candidate for the degree for at least one academic term before the degree is granted.

Credit Requirements. The student must complete a program of study totaling not less than 45 term hours in courses approved for graduate credit, with a minimum in residence of two-thirds of the program (30 term hours) in the major, and one-third (15 term hours) in the minor consisting of cognate courses. Additional courses and terms may be required or may be selected to meet the student's goals.

Program Descriptions and Requirements

Medical-Surgical Nursing. The Medical-Surgical major is designed to provide for study in a clinical area of interest within the field in which expertise can be achieved and new knowledge tested and evaluated. Sufficient flexibility is incorporated to explore a wide range of formal and practicum experiences. Two program options are available. The four-term program constitutes the beginning preparation primary care responsibilities. A minimum of six terms is necessary if professional goals include teaching, administration, or clinical specialization.

Psychiatric-Mental Health Nursing. The major is a six-term sequence in advanced psychiatric-mental health concepts and skills. The sequence provides both theoretical and clinical preparation in agency and community involving: Primary Prevention, Psycho-Social development, communications essential to health illness adaptation, intervention into psychopathology of individuals and families and the development of available support systems. The final term provides the context for orientation to theory building in Psychiatric-Mental Health Nursing.

*MASTER'S
DEGREES*

- (1) Prerequisites and supplementary courses, as indicated by the student's previous preparation and professional experience.
- (2) For the nursing major, the student's program consists of required and elected courses.
- a. Required courses, all students
- | | | |
|---------|--|---------|
| Nur 501 | Research: Clinical Investigation or Nur 503 Thesis | 3-9 hrs |
| Nur 515 | Current Concepts in Nursing | 3 hrs |
| Nur 516 | Patient Assessment | 5 hrs |
| Nur 531 | Research Methods: Fundamental Statistical Methods | 3 hrs |
| Nur 533 | Research Methods: Fundamental Experimental and Quasi-Experimental Designs in Health Science Research | 3 hrs |
| Phy 420 | Advanced Physiology for Nurses (G) (may contribute to the minor) | 3 hrs |
- b. Required courses, Medical-Surgical Nursing
- | | | |
|---------|--|-------|
| Nur 523 | Advanced Medical-Surgical Nursing: Theoretical Foundations | 3 hrs |
| Nur 540 | Advanced Medical-Surgical Nursing: Practicum I | 4 hrs |
| Nur 542 | Advanced Medical-Surgical Nursing: Practicum II | 4 hrs |
- c. Required courses, Psychiatric-Mental Health Nursing
- | | | |
|------------|---|---------|
| Nur 525—1) | Perspectives in Psychiatric Mental Health Nursing Throughout the Life Cycle | 3 hrs |
| | 2) Theoretical Framework for Family Intervention | 3 hrs |
| | 3) Concepts of Deprivation and Satiation | 3 hrs |
| | 4) Theories of Communication and the relationship to the Health of Society | 3 hrs |
| | 5) Toward an Individual Theory of Psychiatric Nursing | 3 hrs |
| Nur 556 | Psychiatric-Mental Health Nursing: Practicum | |
| | 1) Assessment of Psycho-Social Developmental Tasks as the Relate to Health | 3-5 hrs |
| | 2) Involvement with Families in Health Care | 3-5 hrs |
| | 3) Assessment and Intervention of Psycho-pathology as Evidence in Deprivation and Satiation | 3-5 hrs |
| | 4) Involvement with Communication Patterns Essential to the Promotion of Viable Support Systems | 3-5 hrs |
| Nur 507 | Seminars | |
| | 1) Theories of Personality | 3 hrs |
| | 2) Theories of Learning | 3 hrs |
| | 3) Theories of Psychiatry | 3 hrs |
- d. Elective Courses:
- With the assistance of an adviser, the student chooses sufficient electives to complete major requirements. Additional courses or terms will be needed by those preparing for:
1. functional areas such as teaching, supervision or administration
 2. clinical expertness
 3. the extended or expanded role of the nurse
- (3) For the minor, cognate courses are selected to support and enhance the major
- | | |
|--|--------|
| | 15 hrs |
|--|--------|
- a. *At the University of Oregon Medical School.*
- Certain courses, offered by the University of Oregon Medical School may

PROGRAMS OF STUDY

be taken by graduate students in nursing with the consent of the nursing adviser, the instructor of the course and by previous arrangement. The Medical School schedule differs from that of the School of Nursing, hence students should plan to start these courses according to the Medical School calendar. Registration follows the School of Nursing calendar.

b. *At Portland State University.*

Consult an adviser and the Registrar about applying to Portland State University for authorization to enroll for graduate courses that apply toward the minor. Suggested fields for the minor :

Anthropology
Business Administration
Education
Psychology
Sociology

Some combinations are possible, but at least nine hours are required in one discipline.

Language Requirement. There is no foreign language requirement.

Time Limit. All requirements must be completed within a period of seven years. Programs which extend more than three years will be reviewed in the light of current requirements. Part-time students should anticipate that they may need to supplement their programs with further courses. Most students require at least one calendar year or more to complete the program.

Thesis or Clinical Investigation. The candidate for the Master of Science degree presents a thesis, and the candidate for the Master of Nursing degree presents either a thesis or a clinical investigation, representing the results of research in an area of nursing interest. The research is conducted, and the report prepared under the supervision of a faculty advisor selected by the student. General instructions on the preparation of the report may be obtained from that advisor. The report must be accepted by the Examining Committee consisting of the advisor and two readers, by the Dean of the School of Nursing, and by the Graduate Council of the University of Oregon Health Sciences Center.

Oral Examination. The student is required to defend the thesis in a public oral examination, conducted by a committee appointed by the Chairman of the Graduate Program. Included in this committee are the student's advisor and two readers, and a representative of the Graduate Council from outside the faculty of the School of Nursing. The oral examination is scheduled at some period two weeks after submission of the thesis to the Examining Committee, and at least ten days prior to Commencement. Theses must be presented to the Office of the Chairman of the Graduate Council by May 1 of the academic year in which the degree is to be awarded. However, theses may be submitted and oral examinations scheduled at any time during the academic year.

Four bound copies of the report are filed: one is retained by the School of Nursing; two are filed in the Library, and one is returned to the student.

Clinical Investigation. The student who has completed a clinical investigation is expected to report the study to a graduate research seminar. The study must be accepted by the advisor and two readers, by the Dean of the School of Nursing and by the Graduate Council. Four bound copies of the report are filed: one is retained by the School of Nursing; two are filed in the Library, and one is returned to the student.

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DESCRIPTION OF COURSES



DESCRIPTION
OF COURSES

Nursing Courses

Nur 111. **Backgrounds for Nursing.** 3 hours fall or spring.

The historical backgrounds of modern social and health movements; the relation of these to the evaluation of nursing as a profession. Cochran and Olson.

Nur 199. **Special Studies.** Any term, hours to be arranged.

Introduction to Professional Interaction. 2 credits any term, hours to be arranged. Introduction to the study of some behavioral concepts basic to meeting the psycho-social needs of man. Development of a theoretical framework for the nurse to use as a basis for developing skills in using self effectively in intervention and in integrating functions with other health workers to provide optimum health care. Love and Trautman.

Nur 250. **Nursing Science I.** 2 hours fall.

Study of professional nurses' responsibility for care of people on the health-illness continuum. Introduction to the nursing process and health care delivery systems. Stone and Duffield.

Nur 251. **Clinical Experience in Nursing.** 4 hours fall or winter.

Development and application of individual motor and cognitive concepts and skills utilized for intervention in nursing care situation. 12 hours laboratory per week including conference. Offered concurrently with Nur 250 or 252. Stone, Orr, Routh, Axthelm, Cory, Young, and Friess.

Nur 252. **Nursing Science II.** 2 hours winter.

Study of systems theory as a framework for understanding physiological, psychological, and sociological concepts essential to planning nursing care. Duffield and Stone.

Nur 253. **Clinical Experience in Nursing.** 4 hours fall or winter.

Focus on the development of communication and interpersonal relationship skills essential to nursing. Opportunity for experience in selected environments. 12 hours laboratory per week including conference. Offered concurrently with Nur 250 or Nur 252. Colling, Pesanti, Duffield, Olsen, Michaelson, McKenzie, Fisher.

Nur 254. **Nursing Science III.** 4 hours spring.

Theoretical basis for physical, social, and psychological assessment as a foundation for developing and implementing a plan of nursing care. Includes basic concepts from patho-physiology and psycho-pathology. Stone and Duffield.

Nur 255. **Clinical Experience in Nursing.** 6 hours spring.

Application of knowledges and skills used in physical and psychological assessment of individuals. Collection and organization of demographic data as a basis for planning and implementing nursing care. 18 laboratory hours per week including conferences. Offered concurrently with Nur 254. Markel, Elhart, and staff.

Nur 299. **Special Studies.** Any term, hours to be arranged.

Professional Interaction. 2 credits any term, hours to be arranged. A study of those behavioral concepts basic to meeting the psycho-social needs of man; introduction of five core concepts: communication, milieu, meaning of behavior, therapeutic use of self and groups; provides a theoretical framework for the nurse to function in order to utilize self and skills most effectively in intervention; and to integrate functions with those of the medical staff, social workers, psychologists, and allied health personnel in providing optimum health care. Love and Trautman.

Nur 321. **Obstetrical Nursing.** 5 hours any term.

Study of nursing care for the developing family during childbearing and child-rearing. Designed to identify knowledge, understanding and skills essential to provide nursing care to the maternity patient and newborn in the hospital, clinic and home; physical, psychological and social factors affecting the family;

use of community resource to promote health of the developing family. Lectures, seminars, conferences, demonstrations, use of audio-visual materials. Myers and staff.

Nur 322. Clinical Experience in Obstetrical Nursing. 2-5 hours any term.

Experience in nursing for the promotion of health among family members during the childbearing and childrearing phases. Care provided for selected patients during pregnancy, delivery, hospitalization, including the care of the new born, is extended until the return of the mother and infant to the home. A variety of hospital, clinics and community agencies are used. Laboratory 6-15 hours per week, to be arranged. Duncan, Houston, Myers, Raynes, Robinson, Roberts, Howe.

Nur 323, 325. Modern Nursing Problems. 2 hours any term.

Current aims and problems of nursing.

Nur 327. Psychiatric Nursing. 5 hours any term.

Study of the etiology, symptomatology, and therapy methods as they relate to the nursing care of psychiatric patients in the hospital and community setting. Lectures, seminars, role playing and patient interviews offered concurrently with Nur 328. Prerequisite: Nur 315. Olsen and staff.

Nur 328. Clinical Experience in Psychiatric Nursing. 6 hours any term.

Supervised clinical experience in the development of nursing interventions, and therapeutic nurse-patient relationships; evaluation of this process in individual and group interactions. Planned experience in outpatient clinic, family interviews, team meetings of hospital staff and community agencies, and clinical conferences. Laboratory, 18 hours per week. Hockett, Olsen, Robinson, D. Schindler, Tomlinson.

Nur 329. Pediatric Nursing. 5 hours any term.

This course focuses upon the care of children in sickness and in health. The child's role within the family and the importance of the family to the child is emphasized. Well Child Care as well as pathophysiological and psychosocial problems relating to the nursing of children are presented. The importance of growth and development to the nursing of children is stressed. Offered concurrently with Nur 330. Jones and staff.

Nur 330. Clinical Experience in Pediatric Nursing. 2-5 hours any term.

Supervised experience in the nursing care of infants, children and adolescents with a variety of pathophysiological and psychological problems. In hospitals and ambulatory settings experience with well children in pre-schools and day care centers is provided. Use of a standard screening tool is required. Application of principles of growth and development is stressed. Laboratory 6-15 hours per week, to be arranged. Jones, Burns, Heims, Loggan, McBride, Robinson.

***Nur 333. Principles of Epidemiology and Research.** 4 hours, fall, winter, spring.

An introduction to the use of epidemiological and research methodology and the related statistical interpretations used in public health. Illustration of these methods and the statistics relevant to epidemiology in defining, locating and controlling communicable and non-communicable disease in the community are emphasized. Includes graphic presentation of data, research methods and interpretation of statistics as applied to nursing practice and approach to problem solving in respect to the community milieu and community organizations. Lectures. Osterud and Mischke.

Nur 405. Reading and Conference. Any term, hours to be arranged.

Nur 406. Special Problems in Nursing. Any term, hours to be arranged.

Nur 407. Seminar in Nursing. Any term, hours to be arranged.

Provides an opportunity for the study of problems related to nursing.

* Credit earned in this course may be applied toward satisfaction of degree requirements in social science.

*DESCRIPTION
OF COURSES*

- Nur 407. **Seminar in Nursing: The Family.** 3 hours fall.
Introduction to concepts and processes of family relationships with study of theoretical frameworks related to the health of family systems. Jones, Myers, Elhart, Tomlinson, and staff.
- Nur 407. **Seminar in Nursing: The Family.** 3 hours winter.
Application of family concepts and processes to assess and intervene in assisting families with utilization of available support systems for health maintenance and promotion. Jones, Myers, Elhart, Tomlinson, and staff.
- Nur 407. **The Family and the Community.** 3 hours summer.
A study of the application of psychological and public health nursing principles to the family and community by analysis and utilization of multidisciplinary concepts. Eisenbach and staff.
- Nur 408. **Workshop.** Any term, hours to be arranged.
- Nur 411. **Medical and Surgical Nursing.** 3 hours any term.
Emphasizes the interrelationship of systems utilizing the nursing process; development of an understanding of principles related to the disease process upon the adult, his developmental tasks and his family; includes crisis intervention, the impact of chronic disease; the nurse's responsibility in supporting disease prevention, maintenance of health, health teaching and rehabilitation. Offered concurrently with Nur 412. Wahl and Howard.
- Nur 412. **Clinical Experience in Medical and Surgical Nursing.** 2-5 hours any term.
Application of knowledge of interrelationships of systems to complex nursing situations; care of adult patients in the acute and rehabilitative phases of cardiovascular, respiratory, renal and neurological imbalances. A family study project is required. Laboratory 6-15 hours per week, to be arranged. Offered concurrently with Nur 411. Ballard, Cate, Howard, Loehning, Wahl.
- Nur 415. **Patterns of Organization for Nursing Leadership.** 3 hours, any term.
Principle of processes related to nurses' changing role and responsibilities for leadership in the delivery of health care systems. Concepts include the nursing appropriate to various patient situations, and the integrative role functions. Study of organizational, legal, administrative procedures and evaluative measures. Offered concurrently with Nur 416, Nur 419. Jordan and Schantz.
- Nur 416. **Advanced Clinical Experience.** 8 hours, any term.
Experiences in application of leadership skills in hospital, clinic and community settings. Students select experience in settings of interest to gain increased knowledge and skill in a specialty area. Development of an investigative study for analyzing clinical problems is required. Laboratory, 24 hours per week. Offered concurrently with Nur 415, Nur 419. Elhart, Flood, Jordan, Michaelson, Riffel, Schantz.
- Nur 417. **Perspectives in Nursing.** 2 hours, any term.
The nature of professional responsibilities and privileges as applied to nursing; social organization, legal controls, and continuing opportunities in practice and education. For senior students only. Cochran.
- Nur 419. **Leadership Responsibilities in Nursing.** 2 hours, any term.
Exploration of the expanding roles of nurses; analyses of complex nursing situations requiring application of pathophysiologic concepts for performing and supervising care of patients. Conferences emphasize problem-solving and utilization of group process. Offered concurrently with Nur 415, Nur 416. Elhart.
- Nur 451. **Principles of Teaching.** 3 hours, to be arranged, any term.
The nature of the learning process, analysis of situations which the professional nurse encounters; selection and organization of materials appropriate to teaching. Gaines.
- Nur 461. **Methods of Clinical Instruction.** (G) 3 hours any term.
Planning and selection of learning experiences for clinical nursing; instruc-

tional strategies including different methods and techniques; methods of evaluating learning achievement in relation to clinical objectives. Open to undergraduate seniors with permission. Prerequisite: A course in Principles of Teaching, Elhart.

Nur 463. Organization of School of Nursing. (G) 3 hours, to be arranged, any term.

The philosophy and objectives of the modern school of nursing; organization patterns; support and control; professional accreditation and legal approval; faculty qualifications, organization, and responsibilities; student selection, guidance, and welfare; facilities for conducting a school. Boyle and Gaines.

Nur 465. Administrative Nursing Services. (G) 3 hours fall.

Presents basic approaches to the administration of nursing services related to the philosophies and practices of health care facilities. Conceptual and operational goals and objectives for nursing administration and nursing staff in a variety of institutional settings are explored. Open to undergraduate seniors with permission. Wiens.

Nur 467. Problems of Supervision. (G) 3 hours winter.

The nature and scope of supervision; problems of planning and implementing supervisory programs in nursing, with particular attention to staff-nurse education; evaluation of achievement, improvement of supervision. Open to undergraduate seniors with permission. Berger.

Nur 483. Community Health Nursing. 3 hours any term.

The study of the contributions of nursing and its interrelatedness to health care services. Guided study assists students to identify the application of concepts from the fields of genetics, nutrition, gerontology, school and occupational health to comprehensive health planning in the community. Offered concurrently with Nur 484 and Coun 407. Prerequisite: Nur 333 and senior standing. Eisenbach and staff.

Nur 484. Clinical Experience in Community Health Nursing. 8 hours any term.

Application of the principles and skills of nursing, communication, organization, and administration to work with individuals and groups in the community. Supervised experiences in selected community health services. Laboratory, 24 hours per week. Eisenbach, Mischke, McKenzie, Steyaert, and Yustin, Foggia.

Nur 485. Public Health Nursing. 4 hours any term.

Study of family dynamics affecting parent-child-school relationships to determine the nursing responsibility for health counseling. Lectures, demonstrations in family education center and practice with interviews and discussion methods. Offered concurrently with Nur 483 and Nur 484. Eisenbach and staff. Not offered 1974-75.

Nur 501. Research: Clinical Investigation. Any term, hours to be arranged; 9 hours maximum credit. Staff.

Nur 503. Research: Thesis. Any term, hours to be arranged; 9 hours maximum credit. Staff.

Nur 505. Reading and Conference. Any term, hours to be arranged.

Nur 507. Seminar. Any term, hours to be arranged.

Research: Seminar. Any term, hours to be arranged. Non-credit.

Seminar is offered each quarter and designed to assist the student during the conceptual, planning, preparation, and final reporting of the thesis or clinical investigation. Attendance is required during the first quarter of registration for Nur 501 or Nur 503 and constitutes partial fulfillment of the requirements of the thesis or clinical investigation. Primary requirements for the seminar include formal presentation and defense of the theses or clinical investigation proposal and formal presentation of the completed study. Rawlinson and staff.

Rehabilitation. 3 hours spring.

Survey of the important factors in ultimate restoration and adjustment of the

DESCRIPTION OF COURSES

disabled person in terms of his physical, emotional, social and vocational capabilities. Rawlinson.

Genetics. Any term.

Theories of Personality. 3 hours, any term. Rawlinson.

Theories of Learning. 3 hours, any term. Miller.

Theories of Psychiatry. 3 hours, any term. Markel and staff.

Nur 508. **Workshop.** Any term, hours to be arranged.

Physiological Monitoring. Any term, hours to be arranged. Keyes.

Influencing Human Interaction. Any term, hours to be arranged.

Practicum in Nursing Service Administration. Any term, hours to be arranged. Berger.

Nur 515. **Current Concepts in Nursing.** 3 hours fall.

An introduction to a variety of basic concepts from philosophy, sociology, psychology, and biology, and implications for nursing. Berger.

Nur 516. **Patient Assessment.** 5 hours fall.

A laboratory course that provides knowledge and practice in utilizing problem-oriented approaches to the clinical interview and screening physical examination. Emphasis is given to collection and organization of the data base from which nursing judgments can be made and comprehensive care implemented. It is a general course which is considered fundamental for beginning work in specialization. E. Schindler and staff.

Nur 517. **Health and Illness Behavior.** 3 hours spring.

Selected sociological concepts that have implications for the nurse in her relationship to the patient, his family, and community. Role status, social change, and social movement are among the concepts considered. Written report of effect of these concepts on nurse-patient relationship. Ballard.

Nur 519. **Social Foundations of Nursing.** 3 hours spring.

Nursing in its social setting, past and present, the impact of forces that have made nursing what it is and the influences of such forces on future development; discernible trends in expanding and changing the role of the nurse; studies and reports. Staff.

Nur 521. **Health and the Family.** 3 hours spring.

Differing periods of the cycle of family development will be distinguished. Within this framework, both the importance of the family in the cause, prevention, and treatment of individual illness will be explored, and also the effects of individual illness on family roles, relations, and stability. Substantive research will be emphasized throughout. Brown.

Nur 523. **Advanced Medical-Surgical Nursing.** Theoretical Foundations, 3 hours summer and fall.

Study of the changes in nursing practice; implications for accountability for primary care and opportunities for nurse specialist and nurse clinician roles. Emphasis is given to rationale for nursing care plans for levels of prevention, maintenance of health and rehabilitation based on concepts from medical genetics, immunology and nutrition. E. Schindler.

Nur 525. **Perspectives in Psychiatric Mental-Health Nursing Throughout the Life Cycle.** 3 hours, each term.

A survey of theory and principles which define descriptive and predictive parameters of 1) human personality and environmental interaction, and 2) the nursing process as a framework for clinical-therapeutic intervention. Markel and M. Olsen.

Nur 531. **Research Methods: Fundamental Statistical Methods.** 3 hours, fall and summer.

Survey of elementary statistical methods necessary for research, including measurement, central tendency, variability, probability, sampling, correlation, t-test, chi square, ANOV and nonparametrics. Phillips.

- Nur 533. **Research Methods: Fundamental Experimental and Quasi-Experimental Designs in Health Science Research.** 3 hours winter and summer.
Basic knowledge and skills for conducting a research project. Topics covered include the factors associated with defining a research problem, the means of collecting data, the logic of the analysis and interpretation of the data and the reporting of the conclusions. Rawlinson.
- Nur 540. **Advanced Medical-Surgical Nursing: Practicum I.** 4 hours any term.
Nursing practice 12 hours per week (to be arranged). The laboratory course emphasizes the syntheses and application of advanced theories, research principles, and concepts of medical-surgical nursing applied to comprehensive patient care. Objective analysis, evaluation, and reporting are emphasized both in terms of oral seminar report and written clinical investigative studies which can provide the basis for the thesis or field study. E Schindler and Berger.
- Nur 542. **Advanced Medical-Surgical Nursing: Practicum II.** 4 hours any term.
This is the second laboratory course in the advanced medical-surgical nursing sequence. Students will demonstrate mastery of knowledge and concepts of medical-surgical patient care. It is required preparation for teaching, supervision, or further nursing specialization. Prerequisite: Nur 540 and consent of instructor. Schindler and Berger.
- Nur 543. **Cardiac Intensive Care Nursing.** 3 hours, spring.
Study of coronary artery disease etiology, pathology, clinical manifestations; electrocardiography, arrhythmias, recognition of complications; nursing care; current trends in medical and surgical treatment of cardiac conditions. Staff.
- Nur 545. **Gerontological Nursing.** 3 hours, spring.
Research findings which identify changes due to aging in their applications to complex nursing problems encountered in the maintenance of health and restoration of maximum function of the aging. Staff.
- Nur 556. **Psychiatric Mental Health Nursing: Practicum.** 3-5 hours, each term.
Investigative study of psycho-social developmental tasks occurring throughout the life cycle. The context utilized for the study are those scientific bases of nursing care applicable to the promotion and maintenance of mental health. 9-15 hours per week, to be arranged. Markel and M. Olsen.
- Nur 557. **Sociology of Mental Illness.** 3 hours, fall.
Sociological conceptions of mental illness are presented. The association between mental illness and various cultural and social factors is examined. Substantive research and social theory concerning the career of the mental patient are emphasized. Brown.
- Nur 559. **Sociology of Health.** 3 hours, winter.
Provides a sociological perspective and interpretation for such facets of the institution of medicine as social definitions of health; illness and the patient role; the recruitment, training, and formal organization of health professionals; patient-practitioner relationships; the social structure and culture of such health organizations as the hospital; problems of delivery of health care services. Brown.
- Nur 561. **Somatopsychology.** 3 hours, spring.
Exploration of the relationship existing between physique and behavior; the process whereby a person with an atypical physique may develop a disability; the factors involved in psychological adjustment to disability; introduction to the psychophysiological therapy of bioenergetics. Rawlinson.
- Nur 563. **Theories and Techniques of Behavior Modification.** 3 hours winter.
The theory of behavior modification is reviewed and related to its foundation in basic learning principles. Broad areas of problem behavior that are frequently encountered in clinical settings are surveyed. Provision is made for practice within and outside class formulating and executing treatment plans to modify selected target behavior. Rawlinson.

DESCRIPTION OF COURSES

- Nur 575. **Guidance Programs in Schools of Nursing.** 3 hours summer.
The organization of guidance programs in schools of nursing, elements of counseling; personnel policies for student nurses; records and reports. Berger and Gaines.
- Nur 576. **Practice Teaching.** 3 hours, to be arranged, any term.
Supervised experience in teaching in the classroom and in clinical services. Laboratory 9 hours per week. E. Schindler and staff.
- Nur 577. **Curriculum Development in Schools of Nursing.** 3 hours, fall.
Analysis of selected issues and interrelationships in curriculum theory and development in nursing education. Among the questions for discussion are: viable rationales and curriculum patterns for nursing education, the interrelationship of curriculum and instruction, and the influence of the curriculum on how nurses define and relate to their knowledge. Gaines.
- Nur 579. **Instructional Materials in Nursing Education.** 3 hours, winter.
Study of concepts and methodologies for effective instruction including: identification of components of instructional systems; consideration of design; and the interrelationship of instruction and program goals. Gaines and Miller.
- Nur 580. **Laboratory in Instructional Design and Management.** 3 hours, to be arranged, any term.
Using the facilities of the School's Learning Resources Center, this laboratory course provides those learning experiences essential to enable the student to design and manage the fundamental research, development, evaluation, and financial components of a health sciences learning resources program. Miller and staff.
- Nur 581. **Evaluation Methodologies in Schools of Nursing.** 3 hours, spring.
Analysis of "role-position" of evaluation in nursing programs. Includes exploration of evaluation models and methodologies potentially applicable to defined program or individual assessment as well as consideration of broader issues such as accountability, external and internal evaluation, and relationships between research and evaluation design. Gaines and Miller.
- Nur 582. **Laboratory in Instructional Technology Systems.** 3 hours, to be arranged, any term.
The School's Learning Resources Center is employed as the laboratory setting in which principles of instructional technology design are applied in the context of achieving those educational and instructional objectives related to learning and performance. Miller and staff.
- Nur 587. **Selected Topics in Nursing Supervision and Management.** 3 hours, any term.
This course explores in depth various topics of concern to students who will elect Nur 608, Nursing Supervision and Management; Practicum. Prerequisite: Nur 465(G) or concurrent enrollment in Nur 467(G). Berger.

Science Courses

- An-Phy 211. **Anatomy and Physiology.** 4 hours winter.
An introduction to anatomy and physiology covering essentials of gross and microscopic structural characteristics as well as functional attributes of the skeletal, neuromuscular, cardiovascular and respiratory systems. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisites: Chem 101, 102, 103, or 104, 105, 106; Ch 211 Organic and Biochemistry. Brookhart, Keyes, McClurg.
- An-Phy 212. **Anatomy and Physiology.** 4 hours spring.
The course is sequential to An-Phy 211. Emphasis is placed on homeostatic

control mechanisms and functional interrelationships between interacting systems. Topics covered include: gastrointestinal, renal, endocrine, and reproductive systems. Emphasis is also placed on fluid-electrolyte and acid-base balance. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisite: An-Phy 211. Brookhart, Keyes, McClurg.

Mb 211, 212. **Microbiology.** 2 hours fall, 2 hours winter.

A study of the general characteristics of bacteria and other organisms that cause disease, their behavior as disease agents, and the factors involved in resistance to infection. The application of these studies to the diagnosis, prevention, and treatment of infectious diseases. Lectures 2 hours; laboratory, 3 hours, 12 weeks. Meyer.

Ch 211. **Organic and Biochemistry.** 3 hours summer.

Designed to provide the essential knowledge of organic and biochemistry required as background for an adequate understanding and appreciation of the nurse's work in physiology, pharmacology, and other professional subjects. Various major classes of organic compounds, with particular emphasis on substances of medical importance. Biochemistry of nutrient metabolism, blood and urine, and of hormone action. Lectures, 3 hours. Bocek.

*Phc 211. **Pharmacology.** 3 hours spring.

General principles of drug action and the pharmacological properties of the major drug classes as the basic of the therapeutic and adverse effects of commonly used drugs. Lectures, 3 hours. Riker and staff.

Phy 420. **Advanced Physiology for Nurses.** (G) 3 hours fall.

The term will be devoted to special assigned readings, guided discussions and laboratory activities in special areas of physiology which are of particular importance to nursing practice. Each term will be spent on one such topic of which the following constitute examples: principles of physiological monitoring; physiological problems of aging; physiological problems of the chronically ill, etc. Prerequisites: Open to senior students and graduate students in nursing. Brookhart, Keyes, McClurg.

Courses required of students majoring in nursing offered concurrently through Portland State University.

Psy 201, 202. **General Psychology.** 6 hours summer.

Basic principles and theories of behavior. Discussion of individual differences, intelligence, aptitude, methods of psychological measurement and testing, drives and motives, emotions and reactions to stress perception, learning, thinking, reasoning, personality the response mechanism, communication processes, attitudes and social processes, frontiers of psychology. Sophomore standing is recommended. Arranged through DCE.

Soc 204 or 205. **General Sociology.** 3 hours fall or winter.

The basic findings of sociology concerning the individual, culture, group life, social institutions, and factors of social change. Soc 204, 205 are prerequisites to Soc 206, or consent of instructor. Arranged through DCE.

Anth 101 or 102 or 103. **General Anthropology.** 3 hours fall, winter, spring.

101 Fall: Principles and types of evidence for evolution; fossil primates and men; processes of race formation and disappearance; contemporary races. 102 Winter: Study and description of prehistoric cultures of the world; major changes through time. 103 Spring: The organization of cultures, languages and societies. Spring recommended. Arranged through DCE.

Psy 311. **Human Development.** 3 hours fall, winter, spring.

Development of the child and adolescent. Physical, social, emotional, intellectual and behavioral development are included. Class three hours per week

* Credit earned in this course may be applied toward satisfaction of degree requirements in science.

*DESCRIPTION
OF COURSES*

includes lectures, individual projects, and class participation. Prerequisite: Psy 201, 202. Eyberg.

Coun 407. **Seminar: Family Counseling.** 3 hours fall, winter, spring.

Interdisciplinary approach to the study of child behavior and personality development of school age children. Counseling approaches are presented to parents, teachers and other adults to assess attitudes currently influencing adolescent behaviors. Binnington.

These courses or their equivalent may be completed prior to admission to the School of Nursing, with the exception of Coun 407.



5

ADMINISTRATION AND FACULTY

General Administrative Officers

Lewis W. Bluemle, Jr., M.D., President, Health Sciences Center.

Jean E. Boyle, M.N., Dean.

Charles N. Holman, M.D., Dean of the Medical School.

M. Roberts Grover, M.D., Associate Dean.

William A. Zimmerman, B.S., Associate Dean for Business Affairs.

Joseph J. Adams, B.B.A., Assistant Dean.

Victor Menashe, M.D., Assistant Dean.

Michael D. Baird, M.D., Medical Director and Administrator.

Wilson C. Dockery, B.S., Director, Student Activities Building.

John Doerfler, B.A., Director, Research Services.

Richard Herren, Director, Instructional Aids.

Margaret E. Hughes, B.S., Librarian.

Bill Kribs, B.S., Personnel Officer.

Marry Ann Ademino Lockwood, B.A., Director, Publications.

Kenneth Niehans, B.A., Director, Public Affairs.

M. R. Parelius, M.Sc., LL.B., Business Manager.

Walter A. Petersen, M.S., Director, Computer Center.

Robert A. Peterson, M.B.A., Budget Officer.

William H. Prentice, Director, Institutional Planning.

Allan L. Rogers, B.S., Director, Animal Care.

Leonard E. Shapland, B.A., Student Financial Aid Officer.

Dick B. Speight, A.B., Director of Admissions; Registrar.

Ralph Tuomi, B.S., Director, Physical Plant.

Paul R. Weiser, B.A., Director, Development.

*School of Nursing Faculty**

Mary J. Amundson, M.S., Assistant Professor of Psychiatric Nursing (1974).
B.S. (1957), State University of Iowa; M.S. (1966), U.C.L.A.

Judith Axthelm, M.S., Instructor in Medical and Surgical Nursing (1974).
B.S. (1967), Louisiana State; M.S. (1973), Utah.

Naomi Ballard, M.A., Assistant Professor of Medical and Surgical Nursing (1968).
B.S.N. (1962), Mississippi; M.A. (1966), University of Washington.

Marie Berger, M.S., Assistant Professor of Medical and Surgical Nursing (1972).
Diploma (1950), St. Louis City Hospital, St. Louis, Mo.; B.S. (1964), Houston; M.S. (1969), Utah.

Jean E. Boyle, M.N., Professor of Nursing; Dean (1958).
B.S.N. (1936), M.N. (1941), University of Washington.

Julia S. Brown, Ph.D., Associate Professor of Sociology and Adjunct Associate Professor of Sociology, Portland State University (1972).
B.A. (1936), Radcliffe; M.A. (1938), Wisconsin; Ph.D. (1942), Yale.

* The year in parentheses following the name of each faculty member indicates the date of original appointment to the faculty.

- Catherine E. Burns, B.S.**, Instructor in Pediatric Nursing; Pediatric Nurse Practitioner (1974).
B.S. (1966), U.C.L.A.; Pediatric Nurse Practitioner Certificate (1967), U.C.L.A.
- Marcella Cate, M.S.**, Associate Professor of Medical and Surgical Nursing (1966).
Diploma (1941), Fergus Falls Hospital, Fergus Falls, Minn.; B.S. (1964), M.S. (1967), Oregon.
- Angela V. Child, M.S.**, Instructor in Psychiatric Nursing (1974).
B.S. (1972), Oklahoma Baptist; M.S. (1973), U.C.L.A.
- Bernice Orwig Cochran, M.A.**, Associate Professor of Nursing (1960).
B.A. (1932), Willamette; B.S. (1946), Oregon; M.A. (1959), Oregon State.
- Joyce Colling, M.S.**, Assistant Professor of Medical and Surgical Nursing (1964).
B.S. (1962), M.S. (1964), Oregon.
- Virginia Jean Cory, M.S.N.**, Assistant Professor of Medical and Surgical Nursing (1968).
Diploma (1947), Flower-Fifth Avenue School of Nursing, New York; B.S. (1957), Simmons; M.S.N. (1960), Catholic University.
- Rick Duffield, M.S.**, Instructor in Psychiatric Nursing (1972).
B.S. (1966), Loma Linda; M.S. (1969), U.C.L.A.
- Marie Grimm Duncan, M.S.**, Assistant Professor of Maternity Nursing (1967).
Diploma (1960), Marymount; B.S. (1962), Fort Hays; M.S. (1964), Oregon.
- Viola Eisenbach, M.S.**, Assistant Professor of Public Health Nursing (1963).
Diploma (1937), Portland Sanitarium; B.S. (1948), Walla Walla; P.H.N. (1950), M.S. (1962), Oregon.
- Dorothy Elhart, M.S.**, Associate Professor of Medical and Surgical Nursing (1961).
Diploma (1951), Good Samaritan Hospital, Portland; B.S. (1960), Lewis and Clark; M.S. (1962), Oregon.
- Sharon Wilder Firsich, M.S.**, Assistant Professor of Medical and Surgical Nursing (1970).
B.S. (1963), M.S. (1964), Oregon. Leave of absence '74-75.
- Polly A. Fisher, B.S.N.**, Instructor in Psychiatric Nursing (1974).
B.S. (1972), Oregon.
- Carol Flood, M.N.**, Instructor in Medical-Surgical Nursing (1974).
B.S.N. (1968), University of Portland; M.N. (1974), University of Washington.
- Mary L. Foggia, M.A.**, Instructor in Public Health Nursing (1974).
B.S. (1958), Columbia College; M.A. (1963), Teacher's College, Columbia.
- Madell Friess, M.S.N.**, Instructor in Medical-Surgical Nursing (1973).
B.S. (1969), Oregon; M.S.N. (1970), Marquette.
- Barbara Gaines, M.N.**, Associate Professor of Nursing (1965).
Diploma (1960), Chicago Wesley Memorial Hospital; B.S. (1961), MacMurray; M.N. (1965), University of Washington.
- Lucile Gregerson, M.E.**, Professor Emeritus of Nursing (1948).
Diploma (1929), St. Joseph's Hospital, Sioux City, Iowa; B.S. (1944), Boston; M.Ed. (1950), Oregon.
- Marsha Heims, M.N.**, Instructor in Pediatric Nursing (1974).
B.S. (1969), Oregon; M.N. (1974), Arizona.
- Viola Joyce Hockett, M.N.**, Instructor in Psychiatric/Mental Health Nursing (1974).
B.S. (1952), M.N. (1974), M.Ed. (8/74), Montana State University, Bozeman.
- Relma Houston, M.N.**, Instructor in Maternity Nursing (1969).
Diploma (1947), Kansas; B.S. (1961), Oregon; M.N. (1969), University of Washington.

ADMINISTRATIVE
AND
FACULTY

- Kathryn Howard**, B.S., Instructor in Medical-Surgical Nursing (1973).
Diploma (1966), Deaconess Hospital, Spokane; B.S. (1971), Oregon.
- Carol A. Howe**, M.S., Instructor in Maternity Nursing; Certified Nurse Midwife (1974).
B.S. (1971), Texas Woman's; M.S. (1974), Yale.
- Bernice Jones**, M.N., Associate Professor of Pediatric Nursing (1968).
Diploma (1940), Emanuel Hospital, Portland; B.S. (1967), Oregon; M.N. (1968), University of Washington.
- Shelley Jordan**, M.N., Instructor in Medical-Surgical Nursing (1973).
B.S. (1967), Portland; M.N. (1974), Oregon.
- Barbara Loggan**, B.S., Instructor in Pediatric/Renal Nursing (1974).
B.S. (1946), Oregon.
- Edith Lynne Loehning**, M.N., Instructor in Medical and Surgical Nursing (1972).
B.S. (1955), Colorado; M.N. (1970), University of Washington.
- Mary Lu Love**, M.S., Assistant Professor of Psychiatric Nursing (1973).
B.S. (1957), Portland; M.S. (1967), Colorado.
- Charlotte Markel**, M.S.N., Associate Professor of Psychiatric Nursing (1963).
B.S.N.E. (1959), Carroll; M.S.N. (1963), Catholic University.
- Mary McBride**, M.S., Instructor in Pediatric Nursing (1973).
B.S. (1972), Oregon; M.S. (1973), California (San Francisco).
- Kristie McClurg**, M.N., Instructor in Nursing, Instructor in Physiology (1974).
B.S. (1970), University of Washington; M.N. (1974), Oregon.
- James E. McDonald**, B.S., Instructor in Medical-Surgical Nursing Learning Resource Center Project (1974).
B.S. (1974), Oregon.
- Darlene A. McKenzie**, M.S., Instructor in Public Health Nursing (1974).
B.S. (1964), Seattle; M.S. (1969), California (San Francisco).
- Phyllis Michaelson**, M.S., Assistant Professor of Medical and Surgical Nursing (1963).
B.S.N. (1953), Marquette; M.S. (1963), Oregon.
- Gerald Miller**, Ph.D., Professor of Educational Research; Director, Progress Instruction Medical-Surgical Nursing (1972); Associate Professor of Medical Psychology, UOMS (1972), and Visiting Professor of Curriculum and Instruction, School of Education, Portland State University (1974).
B.S. (1962), Wisconsin State; Ph.D. (1967), Wisconsin.
- Karen Mischke**, M.N., Assistant Professor of Community Health Nursing (1973).
B.S. (1958), Oregon; M.N. (1966), University of Washington.
- Loretta Myers**, M.S., Associate Professor of Maternity Nursing (1972).
B.S. (1963), Hawaii; M.S. (1964), Colorado.
- Merla Olsen**, M.S., Associate Professor of Psychiatric Nursing (1970).
Diploma (1945), Columbus Hospital School of Nursing, Great Falls; B.S. (1959), California (Berkeley); M.S. (1962), California (San Francisco).
- Guhli Olson**, M.S., Associate Professor of Nursing (1943).
B.S. (1936), Battle Creek; Diploma (1936), M.S. (1947), Western Reserve.
- Elaine Orr**, B.S., Instructor in Medical-Surgical Nursing (1973).
Diploma (1961), Providence School of Nursing; B.S. (1971), Oregon.
- Linda Pesanti**, M.S., Instructor in Medical and Surgical Nursing (1971).
B.S. (1967), M.S. (1969), Montana State.
- May Rawlinson**, Ph.D., Associate Professor of Nursing (1970) and Associate Professor of Medical Psychology (UOMS) (1970).
B.S. (1943), Oregon; M.A. (1964), Ph.D. (1970), Portland.

- Marlys Raynes, M.N.**, Assistant Professor of Maternity Nursing (1961).
B.E.Ed. (1944), Northern State; B.S.N. (1949), M.N. (1960), University of Washington.
- Mary Ann Riffel, B.S.**, Instructor in Medical and Surgical Nursing (1972).
B.S. (1949), Portland.
- Carol Travis Roberts, B.S.**, Instructor in Maternity Nursing (1974).
B.S. (1972), Oregon.
- Michaëlle Ann Robinson, M.S.**, Instructor in Psychiatric Nursing; Instructor in Psychiatry, UOMS (1972).
B.S. (1965), Oregon; M.S. (1969), Utah.
- Donna Routh, B.S.**, Instructor in Medical-Surgical Nursing (1974).
B.S. (1965), San Francisco.
- Donna Lee Schantz, M.S.**, Assistant Professor of Medical and Surgical Nursing (1969).
B.S. (1957), M.S. (1969), Oregon.
- Beulah Evelyn Schindler, M.A.**, Associate Professor of Medical and Surgical Nursing (1961).
Diploma (1949), White Cross Hospital, Columbus, Ohio; B.S. (1951), California (San Francisco); M.A. (1962), University of Washington.
- Doris Schindler, M.S.**, Assistant Professor of Psychiatric Nursing (1966).
Diploma (1934), Hazelton Hospital School of Nursing, and affiliation with Royal Columbian Hospital, New Westminster, British Columbia, Canada; B.S. (1965), M.S. (1966), Oregon; Post Master's, Psychiatric Nursing (1970), California (San Francisco).
- Lucinda Scheidler, M.S.**, Instructor in Medical-Surgical Nursing (1972).
B.S. (1967), University of Washington; M.S. (1972), Oregon.
- Claire Singiten, M.N.**, Instructor in Psychiatric Nursing (1974).
B.S. (1965), Silliman; M.N. (1973), Oregon.
- Helen Steyaert, M.N.**, Instructor in Public Health Nursing (1969).
Diploma (1943), St. Joseph's Hospital, Vancouver; B.S. (1950), Oregon; M.N. (1952), University of Washington.
- Sandra Stone, M.S.**, Assistant Professor of Medical and Surgical Nursing (1971).
B.S.N. (1960), University of Washington; M.S. (1969), Boston.
- Mary Patricia Sullivan, M.S.**, Assistant Professor of Medical and Surgical Nursing (1967).
Diploma (1962), Sisters Charity School of Nursing, Helena, Mont.; B.S. (1964), Carroll; M.S. (1967), Montana State. Leave of absence '74-75.
- Patricia S. Tomlinson, M.N.**, Assistant Professor Psychiatric Nursing (1973).
B.S. (1957), Minnesota; M.N. (1973), University of Washington.
- Elizabeth Trautman, M.S.**, Assistant Professor of Psychiatric Nursing (1967).
B.S. (1965), Capitol; M.S. (1967), Michigan.
- Sharon Wahl, M.S.**, Instructor in Medical-Surgical Nursing (1972).
B.S. (1959), Oregon; M.S. (1973), Oregon.
- Ruth Wiens, M.S.**, Associate Professor, Assistant Dean (1972).
Diploma (1949), Lucy Webb Hayes School of Nursing; B.S. (1964), M.S. (1965), Oregon.
- Shelley Young, M.S.**, Instructor in Medical and Surgical Nursing (1974).
B.S. (1966), San Francisco; M.S. (1972), California (San Francisco).
- Lynn Yustin, M.S.**, Instructor in Community Health Nursing (1973).
B.S. (1965), M.S. (1972), Oregon.

Clinical Faculty

- Jeanne Baer, B.S.**, Clinical Instructor in Nursing; Director of Nursing Service, Physicians and Surgeons Hospital (1974).
Diploma (1947), Emanuel Hospital, Portland; B.S. (1971), Oregon.

ADMINISTR-
TION AND
FACULTY

- Suzanne Bither, M.N.**, Clinical Instructor in Nursing; Respiratory Clinical Specialist, Veterans Hospital (1974).
B.S. (1959), Michigan; M.N. (1973), Oregon.
- Marie Carley, M.S.**, Clinical Assistant Professor of Nursing; Associate Chief Nursing Service for Education, Veterans Hospital (1972).
Diploma (1945), St. John's Hospital School of Nursing, Cleveland, Ohio; B.S.N.E. (1950), St. Louis; M.S. (1954), Western Reserve.
- Mary E. Collings, M.S.**, Clinical Assistant Professor of Nursing; Chief Nursing Service, Veterans Hospital (1972).
B.S.N. (1948), Missouri; M.S.N. (1960), Washington University.
- Beatrice Duffy, M.A.**, Clinical Assistant Professor of Nursing; Director of Nursing Service, Dammasch Hospital (1970).
Diploma (1942), Cook County School of Nursing, Chicago; B.S. (1953), Oregon; M.A. (1948), Teachers College.
- Anne Dunlap, B.S.**, Clinical Instructor in Public Health Nursing (Linn County Health Department) (1964).
Diploma (1933), New England Hospital Nurses Training School, Roxbury, Mass.; P.H.N. (1948), B.S. (1952), Colorado.
- Emma Hargraves, M.S.**, Clinical Instructor in Psychiatric Nursing (1974).
Diploma (1945), Medical-Surgical Memorial Hospital, San Antonio, Tex.; B.S.N. (1969), Idaho State; M.S. (1971), Utah.
- Barbara Hiatt, M.S.**, Clinical Associate Professor of Nursing; Assistant Administrator, University Hospital North (1953).
Diploma (1947), University of Oregon Department of Nursing Education; B.S. (1948), Oregon State; M.S. (1957), Oregon.
- Helen Hill, B.S.**, Clinical Instructor in Public Health Nursing (Clackamas County Health Department) (1965).
Diploma (1934), Good Samaritan Hospital, Portland; B.S. (1943), Oregon.
- Patricia Hunsaker, B.S.**, Clinical Instructor of Nursing; Director of Nursing Service, Outpatient Clinic (1966).
Diploma (1937), Good Samaritan Hospital, Portland; B.S. (1945), Oregon.
- Doris Julian, M.N.**, Assistant Professor of Maternal Child Health; Project Training Director of Nursing at the University Affiliated Child Development and Retardation Center (1969).
Diploma (1947), Hastings; B.S. (1951), M.N. (1966), University of Washington.
- Olga Keesling, M.S.**, Assistant Clinical Professor of Nursing (1965).
B.S. (1946), Portland; M.S. (1961), Oregon; Post Master's, Psychiatric Nursing, (1970), California (San Francisco).
- Elaine Lis, Ph.D.**, Associate Professor of Nutrition (Crippled Children's Division) (1966).
A.B. (1945), Mills; Ph.D. (1960), California (Berkeley).
- Ruth Mercer, M.A.**, Clinical Instructor in Diet Therapy (1953).
B.A. (1940), Kansas; M.A. (1948), Columbia.
- Helen Murray, B.S.**, Clinical Instructor in Public Health Nursing (Marion County Health Department) (1962).
Diploma (1942), Good Samaritan Hospital, Portland; B.S. (1950), P.H.N. (1958), University of Washington.
- Billi Odegaard, M.N.**, Director of Public Health Nursing; Multnomah County Health Department (1970).
B.S.N. (1963), Jamestown; M.N. (1965), University of Washington.
- Dorothy Prinzing, M.A., R.P.T.**, Clinical Instructor in Nursing; Orthopedic Nursing Consultant, Crippled Children's Division (1959).
Diploma (1936), Good Samaritan Hospital, Portland; B.S. (1940), Oregon; M.S. (1944), Stanford.

- Gale Rankin, B.S.**, Clinical Assistant Professor of Nursing; Director of Nurses, University Hospital North (1955).
Diploma (1948), University of Oregon Department of Nursing Education; B.S. (1960), Oregon.
- Hope F. Runnels, M.S.**, Clinical Instructor in Public Health Nursing (Visiting Nurse Association) (1967).
Diploma (1937), Kansas; B.S. (1952), M.S. (1956), Colorado.
- Sylvia Sather, B.S.**, Clinical Instructor in Nursing; Director of Nursing, University of Oregon Medical School Hospital (1970).
Diploma (1957), St. Luke's Hospital, Fargo, N.D.; B.S. (1966), Oregon.

Assistants to Clinical Instructors

University Hospital North

- Barbara Browne, M.N.**, Nursing Service.
B.S. (1948), Oregon; M.N. (1968), University of Washington.
- Muriel Bussman, R.N.**, Obstetrical Nursing.
Diploma (1948), Sioux Valley Hospital, Sioux Falls, S.D.
- Jean Caldwell, B.S.**, Medical Nursing.
Diploma (1949), University of Oregon Department of Nursing Education; B.S. (1949), Oregon.
- Jane Duncan, B.S.**, Nursing Service.
Diploma (1959), Good Samaritan Hospital, Portland; B.S. (1959), Lewis and Clark.
- Ardys Hokeness, B.S.**, Nursing Service.
Diploma (1951), Minneapolis General Hospital School of Nursing; B.S. (1965), Oregon.
- Ruby Kelly, R.N.**, Nursing Service.
Diploma (1951), Oregon.
- Olivia Lehmer, M.S.**, Surgery.
B.S. (1964), M.S. (1968), Oregon.
- June Satchfield Lerma, M.S.**, Nursing Service.
B.S. (1951), M.S. (1964), Oregon.
- LeAnn Poole, R.N.**, Central Service.
Diploma (1948), Trinity School of Nursing, Jamestown, N.D.
- Ruth Schoepper, R.N.**, Surgery.
Diploma (1951), Oregon.
- Shirley Schumann, R.N.**, Medical Nursing.
Diploma (1946), University of Oregon Department of Nursing Education.
- Bernice Setere, B.S.**, Surgical Nursing.
Diploma (1948), University of Oregon Department of Nursing Education; B.S. (1948), Oregon.
- Isabella Slesh, B.S.**, Emergency Nursing.
B.S. (1966), Oregon.
- Lerolia Talton, R.N.**, Medical Nursing.
A.D. (1970), Portland Community.
- Elnor Uphoff, B.S.**, Nursing Service.
B.S. (1960), Oregon.
- Dorothy Vossen, B.S.**, Nursing Service.
Diploma (1944), Kahler Hospital, Rochester; B.S. (1951), Linfield.

ADMINISTRA-
TION AND
FACULTY

John Walker, R.N., Nursing Office.

Diploma (1971), St. John's McNamara, Rapid City.

Beverly Ward, B.S., Head Nurse.

Diploma (1951), Minneapolis General Hospital School of Nursing; B.S. (1966), Oregon.

Marilyn Warsinske, R.N., Surgical Nursing.

Diploma (1954), Deaconess Hospital, Spokane.

Elizabeth Washington, R.N., Psychiatric Nursing.

A.D. (1968), Clark College.

Dorothy Whitaker, R.N., Nursery.

Diploma (1944), Swedish Covenant Hospital, Chicago.

Rosemary Wood, R.N., Nursing Service.

Diploma (1965), Calgary General Hospital.

Medical School Hospital

Marion Allan, R.N., Post-Operative Thoracic Surgery.

Diploma (1944), St. Michael's Hospital School of Nursing, Toronto, Ontario, Canada.

Annie Bartlett, R.N., Patient Care Coordinator, Adults.

Diploma (1959), Binnengathuis General Hospital, Amsterdam, Holland.

Cheryl Cannon, B.S., Dialysis-Transplant Unit.

Diploma (1969), St. Joseph's School of Nursing, Marshfield, Wis.; B.S. (1973), Oregon.

Peggy Dahms, R.N., Staff Development Coordinator.

Diploma (1959), St. Charles Mercy Hospital, St. Johns, Newfoundland.

Lucille Dorris, R.N., Medical Nursing.

Diploma (1938), University of Oregon Department of Nursing Education.

Shirley Howe, R.N., General Medical Nursing.

Diploma (1959), Good Samaritan Hospital, School of Nursing, Portland.

Helen Katagiri, B.S., Neonatal Intensive Care Center.

B.S. (1947), Hamline.

Sharon Kirklin, B.S., Medical Intensive Care Center.

B.S. (1969), Oregon.

Catherine Klein Knox, B.S., Child Psychiatry (1974).

B.S. (1973), Oregon.

Norma Krafthefer, R.N., Patient Care Coordinator.

Diploma (1958), Providence Hospital, Portland.

Norma McAfee, R.N., Surgical Nursing.

Diploma (1957), Maine.

Mary McDonald, R.N., Patient Care Coordinator, Intensive Care Units.

Diploma (1953), St. Joseph School of Nursing, Lewiston, Mont.

Connie McLellan, B.S., Pediatric Nursing.

B.S. (1966), Oregon.

Janet McWayne, R.N., Pediatric Nursing.

Diploma (1969), Good Samaritan Hospital School of Nursing, Portland.

Winnie Mauch, R.N., Surgical Intensive Care Center.

Diploma (1969), St. Alphonsus School of Nursing, Boise.

Donna Mell, R.N., Post-Operative Nursing.

Diploma (1953), Good Samaritan.

Laurie Millet, R.N., Pediatric Intensive Care Center.

Diploma (1970), Samuel Merritt Hospital, School of Nursing, Oakland, Cal.

Ranata Niederloh, R.N., Patient Coordinator, Pediatrics.

Diploma (1962), St. Barnabas, Minn.

Francis Nusom, B.S., Psychiatric Nursing.

B.S. (1953), Oregon.

Sara Owen, B.S., Post Anesthetic Recovery Room.

B.S. (1971), University of Washington.

Marian Page, R.N., Patient Care Coordinator, Adults.

Diploma (1964), Sacred Heart Hospital, Spokane.

Sarah Peterson, R.N., Psychiatric Nursing Patient Care Coordinator.

Diploma (1947), University of Oregon Department of Nursing Education.

Barbara Simpson, R.N., Pediatric Nursing.

Diploma (1968), St. Alphonsus Hospital School of Nursing, Boise.

Diane Speros, R.N., Cardiac Recovery Center.

Diploma (1969), Henry Ford Hospital, Detroit, Mich.

Winifred Tyler, M.S., Operating Room Nursing Coordinator.

B.S. (1963), M.S. (1964), Oregon.

Sara Udovick, B.S.N., Patient Care Coordinator.

Diploma (1955), Chicago Wesley Memorial Hospital; B.S.N. (1955), Northwestern University.

Joann Weaver, R.N., Neurology Nursing.

Diploma (1955), University of Iowa, Iowa City.

Charlene Webb, R.N., Surgical Nursing.

A.D. (1968), Boise State.

Betty Weible, B.S., Personnel Coordinator.

Diploma (1947), Emanuel Hospital, Portland; B.S. (1968), University of Washington.

Mary Howard, R.N., Patient Care Coordinator, Adults.

Diploma (1932), St. Elizabeth's Hospital, Baker, Ore.

Joanna Mally, B.S., Patient Care Coordinator, Adults.

B.S. (1952), University of Washington.

Annette Molitor, B.S., Assistant Director of Nursing.

B.S. (1963), University of Washington.

Sylvia Sather, B.S., Director of Nursing.

B.S. (1966), University of Oregon.

Nancy Shellshear, R.N., Patient Services Manager.

Diploma (1952), University of Oregon School of Nursing.

Maryanne Wallace, B.S., Operating Room.

B.S. (1965), Fresno State.

Outpatient Clinic Services

Nancy Beshear, B.S., Dietary Department.

B.S. (1945), Cornell; Dietetic Internship (1945), Michael Reese Hospital, Chicago.

Wanda Burge, B.S., Obstetrical and Gynecological Nursing.

B.S. (1958), Chicago Wesley Memorial.

Nellie Jacob, B.S., Surgical Nursing.

B.S. (1943), Portland.

Myrtle Jonasson, R.N., Pediatrics.

Diploma (1941), Emanuel Hospital, Portland.

Mary J. McEntire, R.N., Medical Nursing.

Diploma (1939), St. Anthony Hospital, Pendleton.

ADMINISTRATIVE
AND
FACULTY

- Ida Saperstein, R.N.**, Otolaryngology.
Diploma (1936), Good Samaritan Hospital, Portland.
- Carlene Squires, R.N.**, Ophthalmology Department.
Diploma (1939), St. Mary's Hospital School of Nursing, Evansville, Ind.
- Maxine Sutton, R.N.**, Dermatology.
Diploma (1952), Immanuel Hospital, Omaha, Neb.

Physicians and Surgeons Hospital

- Patti Bates, B.S.**, Medical Surgical Nursing.
B.S. (1968), Oregon.
- Sandra Eldredge, R.N.**, Medical-Surgical Nursing.
Diploma (1971), Emanuel Hospital.
- Anne Hawkins, R.N.**, Medical-Surgical Nursing.
Diploma (1938), Massillon City Hospital.
- Evelyn Kaparich, R.N.**, Medical Surgical Supervisor.
Diploma (1937), Emanuel Hospital.
- Joann Vaughn, B.S.**, Medical Surgical Nursing.
B.S. (1969), Oregon.

St. Vincent Hospital

- Henrietta Derr, R.N.**, Unit Director, Medical Nursing.
Diploma (1968), Emanuel.
- Phyllis Johnston, R.N.**, Maternity Nursing.
Diploma (1951), Jewish Hospital School of Nursing.
- JoAnne Jordan, B.S.**, Head Nurse, Pediatric Nursing.
B.S. (1966), Oregon.
- Joann Sering, B.S.**, Head Nurse, Operating Rooms.
B.S. (1954), Portland.
- Jane Smith, B.S.N.**, Director, Department of Nursing.
B.S.N. (1959), Ohio State.
- Rosemarie Wallo, B.S.**, Unit Director, Surgical Nursing.
B.S. (1946), St. Vincent Hospital.

Bess Kaiser Hospital

- Delphine Bryan, R.N.**, Staff Nurse, Third Floor.
Diploma (1952), Lincoln General Hospital, Lincoln, Neb.
- Esther Coats, R.N.**, Third Floor Manager.
Diploma (1939), Sacred Heart Hospital, Havre, Mont.
- Marguerite Fellman, R.N.**, Labor and Delivery Room Manager.
Diploma (1954), Charity Hospital, New Orleans, La.
- Louise Locey, R.N.**, Staff Nurse, Third Floor.
Diploma (1933), Emanuel Hospital, Portland.
- Hazel Stewart, R.N.**, Director of Nurses.
Diploma (1953), Emanuel Hospital, Portland.
- Ihlene Stiles, B.S.**, Nursery Charge Nurse.
B.S. (1967), South Dakota State.

Veterans Administration Hospital

- Barbara Bradenkamp**, B.S., Head Nurse, Surgery.
B.S. (1960), Colorado.
- Sandra Brown**, B.S., Head Nurse, Cardiology Service.
B.S. (1970), Oregon.
- Jimmie Coats**, R.N., Head Nurse, Orthopedic Service.
Diploma (1946), Dallas Hospital, Tex.
- Jeanette Clark**, R.N., Head Nurse, Head and Neck Services.
Diploma (1945), St. Mary's Hospital, Milwaukee, Wis.
- Echo Davis**, R.N., Head Nurse, Neurology Service.
Diploma (1939), Grant Hospital, Chicago, Illinois.
- Virginia Del Tugno**, R.N., Head Nurse, Coronary Care Unit.
Diploma (1958), Mather Hospital, New Orleans, La.
- Lois Franks**, B.S., Supervisor, Outpatient Service.
Diploma (1953), Kohler Hospital, Rochester, Minn.; B.S. (1960), Oregon.
- Louise X. Kinney**, B.S., Surgical Supervisor.
Diploma (1943), San Bernardino County Hospital; B.S. (1949), San Francisco College for Women.
- Margaret E. Mangan**, B.S., Head Nurse, Surgical Unit.
B.S. (1956), University of Washington.
- Glenda McCall**, B.S., Medical Supervisor.
B.S. (1956), Portland.
- Colleen Mickelson**, R.N., Recovery Room.
Diploma (1947), Mt. Sinai Hospital, Cleveland, Ohio.
- Patricia Moorman**, R.N., Head Nurse, Surgical Intensive Care.
Diploma (1959), Providence Hospital, Portland.
- Yvetta G. Nelson**, M.S., Assistant Chief, Nursing Service.
Diploma (1940), Loma Linda Hospital, California; B.S.N.E. (1945), Columbia Union College, Takoma Park, Md.; M.S. (1960), Loma Linda University.
- Rosemary Peterson**, R.N., Head Nurse, Hemodialysis Unit.
Diploma (1954), San Joaquin General Hospital, Stockton, Cal.
- Rosemary Tomaskie**, R.N., Head Nurse, Pulmonary Service.
Diploma (1946), Columbus School of Nursing, Great Falls, Mont.
- Viola Weikum**, B.S.N.Ed., Head Nurse, Medical Intensive Care Unit.
B.S.N.Ed. (1955), Walla Walla.

Lecturers, Medical School Faculty

- Robert L. Bacon**, Ph.D., Professor of Anatomy (1955).
B.S. (1940), Hamiton; Ph.D. (1944), Yale.
- B. Vaughn Critchlow**, Ph.D., Professor of Anatomy; Chairman of Department (1972).
B.A. (1951), Occidental; Ph.D. (1957), U.C.L.A.
- Ralph C. Benson**, M.D., Professor of Obstetrics and Gynecology; Chairman of Department (1956).
B.A. (1932), Lehigh; M.D. (1936), Johns Hopkins.
- Paul H. Blachly**, M.D., Professor of Psychiatry (1961).
B.A. (1950), Reed College; M.S. and M.D. (1955), Oregon.

ADMINISTR-
TION AND
FACULTY

- Rose Mary Bocek**, Ph.D., Assistant Professor of Biochemistry (Primate Center) (1957).
B.S. (1946), Marylhurst; M.S. (1954), Ph.D. (1964), Oregon.
- Douglas R. Bottomly**, M.D., Clinical Instructor in Psychiatry (1968).
B.S. (1953), Carroll; M.D. (1957), St. Louis.
- John David Bristow**, M.D., Professor of Medicine; Chairman of Department (1960).
B.S. (1949), Willamette; M.D. (1953), Oregon.
- John M. Brookhart**, Ph.D., Professor of Physiology; Chairman of Department (1949).
B.S. (1935), M.S. (1936), Ph.D. (1939), Michigan.
- William M. Clark, Jr.**, M.D., Professor of Pediatrics, Acting Chairman of Department (1954).
A.B. (1946), Baker; M.D. (1949), Chicago.
- David D. DeWeese**, M.D., Professor of Otolaryngology; Chairman of Department (1944).
A.B. (1934), M.D. (1938), Michigan.
- Clifford A. Fratzke**, M.D., Instructor in Medicine (1963).
M.D. (1931), Iowa.
- Jules V. Hallum**, Ph.D., Professor of Microbiology, Chairman of Department (1973).
B.A. (1948), Minnesota; Ph.D. (1952), Iowa.
- Gordon D. Haynie**, M.D., Associate Professor of Medicine (Veterans Hospital) (1961).
B.S. (1949), Idaho State; M.D. (1953), Oregon.
- Leslie W. Hunter**, M.S.W., Director, Medical Social Service Department; Associate Professor (1965).
M.A. (1944), Royal Hungarian Peter Pazmany University (Budapest); M.S.W. (1956), Southern California.
- Stanley W. Jacob**, M.D., Associate Professor of Surgery (1959).
B.A. (1945), M.D. (1948), Ohio State.
- Richard T. Jones**, M.D., Ph.D., Professor of Biochemistry; Chairman of Department (1961).
B.S. (1953), M.S., M.D. (1956), Oregon; Ph.D. (1961), California Institute of Technology.
- Jack Keyes**, Ph.D., Assistant Professor of Physiology (1971).
B.A. (1963), Linfield; Ph.D. (1969), Oregon.
- William W. Krippaehne**, M.D., Kenneth A. J. Mackenzie Professor of Surgery; Chairman of Department (1953).
B.S. (1943), University of Washington; M.D. (1946), Oregon.
- Joseph Matarazzo**, Ph.D., Professor of Medical Psychology; Chairman of Department (1957).
B.A. (1946), Brown; M.S. (1950), Ph.D. (1952), Northwestern.
- Elton L. McCawley**, Ph.D., Professor of Pharmacology (1949).
A.B. (1938), M.S. (1939), Ph.D. (1942), California.
- Paul McHugh**, M.D., Professor of Psychiatry; Chairman of Department (1973).
B.A. (1952), M.D. (1956), Harvard.
- Ernest A. Meyer**, Sc.D., Professor of Microbiology (1958).
A.B. (1949), California; M.S. (1953), Purdue; Sc.D. (1958), Johns Hopkins.
- Richard D. Moore**, M.D., Professor of Pathology; Chairman of Department (1969).
M.D. (1947), Western Reserve.

FACULTY

- James F. Morris, M.D.**, Professor of Medicine (Veterans Hospital) (1957).
A.B. (1943), Ohio Wesleyan; M.D. (1948), Rochester.
- Harold T. Osterud, M.D.**, Professor of Public Health and Preventive Medicine;
Chairman of Department (1961).
B.S. (1944), Randolph-Macon; M.D. (1947), Medical College of Virginia; M.P.H.
(1951), North Carolina.
- Martin L. Pernoll, M.D.**, Associate Professor of Obstetrics and Gynecology;
Head, Division of Perinatology (1970).
B.S. (1962), Oregon; M.D. (1963), Texas (Galveston).
- David S. Phillips, Ph.D.**, Associate Professor of Medical Psychology (1963).
A.B. (1958), Wabash; M.S. (1960), Ph.D. (1962), Purdue.
- William K. Riker, M.D.**, Professor of Pharmacology; Chairman of Department
(1969).
B.A. (1949), Columbia; M.D. (1953), Cornell.
- George Saslow, M.D., Ph.D.**, Professor of Psychiatry (1957).
Sc.B. (1926), Ph.D. (1931), New York; M.D. (1940), Harvard.
- Kenneth C. Swan, M.D.**, Professor of Ophthalmology; Chairman of Department
(1944).
B.A. (1933), M.D. (1936), Oregon.
- Roy L. Swank, M.D., Ph.D.**, Clinical Professor of Medicine (1953).
ogy (1953).
B.S. (1930), University of Washington; Ph.D. (1935), M.D. (1936), Northwestern.

Residence Supervisors

- Martha Grady**, Housemother.
Martha Jaspica, Housemother.
Virginia Nelson, Residence Director.
Frances Rodgers, Housemother.

6

ENROLLMENT AND DEGREES



ENROLLMENT
AND DEGREES

Degrees Conferred June 1973

Master of Nursing

Pauline Ruth Maxson Bingham
Suzanne E. Bither
Susan Mae Strom Daggett
Joan Therese Fenelon
Claire Caga Singiten

Master of Science in Nursing Education

JoAnne Downing Anderson
Veda Marguerite Duncan DeColon
Carol Nola Poe Traa
Sharon Claire Johnson Wahl

Bachelor of Science

Ilene Carol Aamodt
Linda Eileen Abercrombie
Sandra Jean Auld
Linda Marie Bafico
Cherylyn Ruth Bagby
Carol Jean Ballinger
Jo Ellen Cleaves Barnhart
Mary Carolyn Bauer
Elizabeth Ann Baynes
Paul Ann Beers
Margaret Regino Beko
Christine Berger
Elaine Clare Betschart
Toni Billings
Anita Beverly Barner Blaumer
Mary Catherine Boire
Sheryl Sue Britt
Mary Tor Nah Bropleh
Doris A. Brownlow
Kathleen Jean Bryan
Juanita Grace Crocker Calvert
Cheryl Marie Kemmer Cannon
Julie Annette Hawkins Carter
Sandra Marlene Classen
Susan Kay Conner
Claudette Lynn Corder
Lynn Renee Dale
Deborah Ann Drew
Janet Marie Ebert
Marilyn Susan Jones Ebner
Marla Fae Engebretsen
Beverly Jean Baggenstos Epeneter
Janice Lynn Ettinger
Cynthia Marie Everson

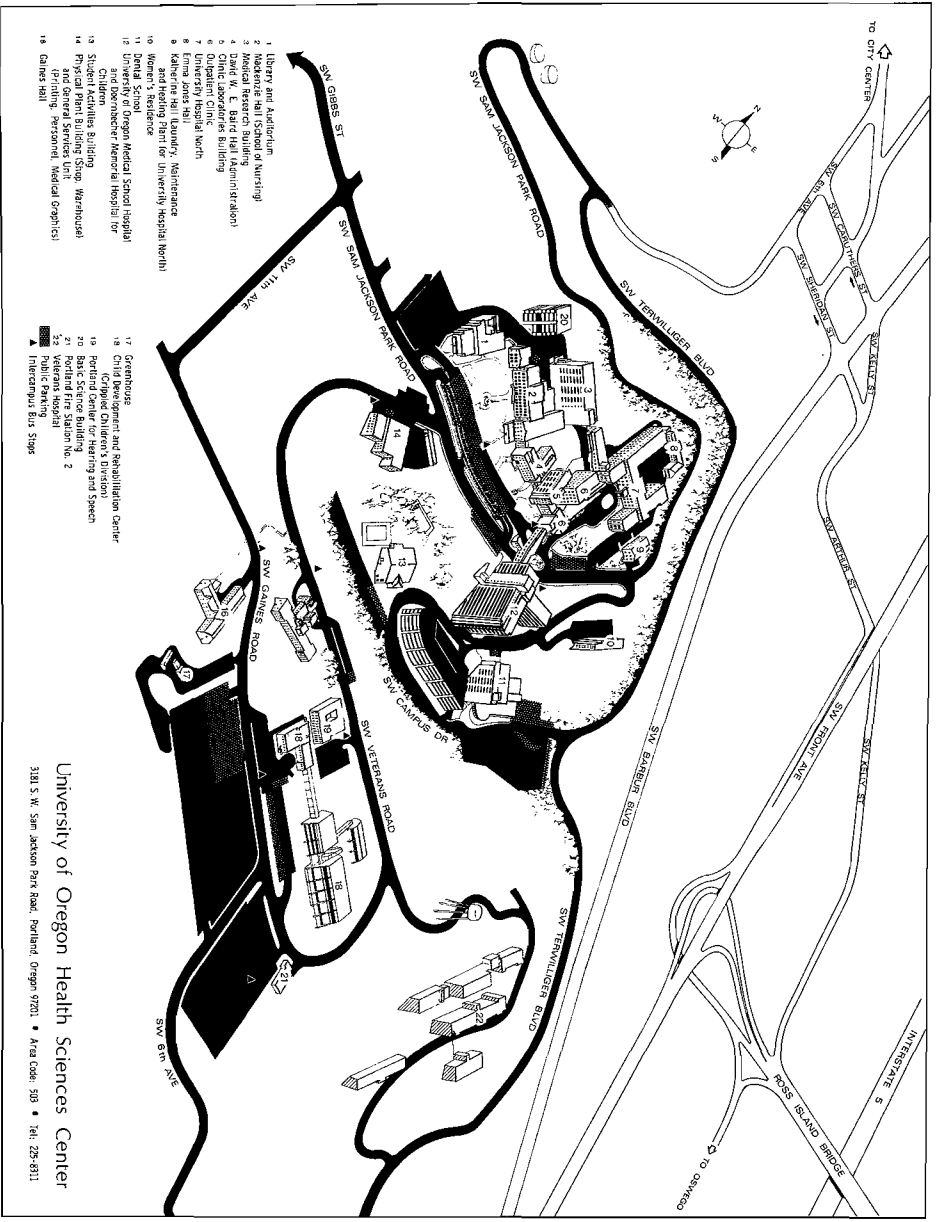
Mary Ann Underdahl Farnsworth
Carla Jo Fejfar
Joanne Margaret Gatto Fowler
Kay Annette Frey
Mary Jane Garvey
Jeanie Louise Giesler
Linda Ruth Greiner
Karine Anne Guard
Lorraine Elizabeth Zeller Hafstad
Barbara Rose Hale
Janet Sue McFadden Halverson
Anne Marlene Haney
Patricia Lynn Hardesty
Stephanie Lee Harlow
Cecilia Diane Hatcher
Timothy Guy Hayes
Laura Louise Hofer
Judy Maudine Lakey Hofmann
Jane Ann Holmes
Claudie Mae Hostetler
Jean Reynolds House
Annelle Church Hulswit
Kirsten Kathleen Iseli
Rebecca Idella Smyth Jackson
Christine Luise Jade
Edith Elizabeth Howard Jensen
Bette Perman Johnson
Gale Ellen Johnson
Marcine Ann Kammeyer
Susan Lorene Kelley
Susannah Goodwin Difani Kingsbury
Catherine Marguerite Klein
Tamsen Helen Kling
Betty Jean Kloster

ENROLLMENT

Jane M. Kostel	Martha Ann Robinson
Sharon Anne Lane	Tamara Lee Roehlke
Ann B. Larson	Barbara Ann Rogers
Christine Rene Lash	Carolyn Jean Rogers
Irma Diane Lermo	Marcia Lynn Stere Rust
Jane Mathews Lindgren	Mary Michele Ryder
Carol Fahl Littler	Donna Mae Steen Sallhab
Barbara Ann Herzog Mabe	Ruth Caroline Sandilands
Marilyn Louise Madison	Connie Louise Schmidt
Mary Frances Malm	Patricia Jean Doerfler Schuetz
Nola Joy Maloney	Pamela Kay Schwarz
Mary Louise McConnell	Katherine Marie Kelly Sheahan
Betty Jo McGowan	Marlys Deon Stephens
Laurie Ann Meyn	Sharon Marie Sundin
Molly Louise Mills	Martha Carol Thomas
Gay Morinaka	Anna Julane Thompson
Helen B. Morris	Jane Leslie Thornton
Eileen Bernice Moffit Nelson	Robert Linden Torson
Judy Lynn Mobley Nelson	Thula Sue Trullinger
Priscilla Jo Nelson	Deborah A. Van
Mary Louise Norman	Amelia Louise Ward
Kathleen Mary O'Brien	Barbara Kay Nelson Warner
Melinda Leora Baugh Olson	Bonnie Lorraine Weber
Susan Marie Finzel Olson	Julie Rose Jewett Wellman
Nadine Elizabeth Ott	Lowell David White
Nancy S. Nielsen Parkins	Vickie Ann Wilkerson
Karen Grant Pfaff	Linda Sue Williams
Lois Anne Pfund	Stephanie P. Wilson
Janice Rae Pratt	Martha E. Woolfe
Mary Rose Reilly	Violet Lucille Adams Yager
Diane Marie Mahler Reiner	Susan Jill Yamada
Linda Kay Clark Reinmiller	Mary Louise Zach
Cecelia Marie Nicolaison Richmond	Synthia Rae Zimmerman
Patricia Lynn Roberg	

Summary of Enrollment, 1973-74

Baccalaureate Program :	
Basic students	487
Registered nurse students	19
Master's Program :	
Master's students	43
Postbaccalaureate students	22
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	571



- 1 Library and Auditorium
- 2 Meadette Hall (School of Nursing)
- 3 Medical Research Building
- 4 Dent W. E. Baird Hall (Administration)
- 5 Student Center Building
- 6 Outpatient Clinic
- 7 University Hospital North
- 8 Kitchen and Laundry, Maintenance, and Heating Plant for University Hospital North
- 9 Women's Residence
- 10 Dental School (Oregon Medical School Hospital)
- 11 Urology and Gynecology (Oregon Medical School Hospital)
- 12 Children's Hospital
- 13 Physical Plant Building (Shop, Warehouse)
- 14 Printing, Personnel, Medical Graphics
- 15 Garages Hall

- 17 Greenhouse
- 18 Child Development and Rehabilitation Center
- 19 Pediatric Outpatient Building
- 20 Basic Science Building
- 21 Portland Fire Station No. 2
- 22 Veterans Hospital

▲ Intercampus Bus Stops

University of Oregon Health Sciences Center
 3181 S. W. Sam Jackson Park Road, Portland, Oregon 97201 • Area Code: 503 • Tel: 225-8311