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University
of Oregon

Bulletin

UNIVERSITY
OF OREGON
SCHOOL OF
NURSING
PORTLAND

1969-70



Oregon State
System of
Higher Education



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1969-70

CATALOG

University of
Oregon
SCHOOL OF
NURSING

3181 S.W. Sam
Jackson Park Road
Portland 97201

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 College at La Grande, and Oregon Technical Institute at Klamath Falls. The University of Oregon Medical School, including the School of Nursing, and the University of Oregon Dental School are 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 and Roseburg as well as most OSSHE campuses.

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

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*Assigned effective June 30, 1969.

Education with a Purpose

Because of the remarkable and outstanding achievement made in the prevention and control of organic disease and mental health, the first half of 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. Investigations into the cause and treatment of disease are natural adjuncts to the teaching programs and today the Medical School conducts a vast and important program of medical research.

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

Through the concerted interest of the School of Nursing faculty, one of the first baccalaureate programs in nursing, as well as a program of graduate study in nursing has been developed. Continuing education for nurses has also been supported. The collegiate program concerned with improving the quality of patient care, prepares students for professional nursing practice. Promotion of health and healing is the core aspect of professional nursing. There is maximum opportunity to use knowledge, as well as other research findings, to improve health services to patients and service programs to people. It facilitates collaboration with those in other disciplines in research, in planning and in implementing care. It assists students to develop some skill in transmitting the ever-expanding body of knowledge in nursing to those within the profession and outside of it. Professional nurse practice requires knowledge and skill, theory oriented rather than technique oriented. To develop its program, the School of Nursing utilizes the resources of the University of Oregon Medical School, the University campus, and selected community health agencies to fulfill its educational objectives.

Message from the Director

There is no one standard for estimating the nurses needed during the next decade. Advances in medical practice, additional hospitals and extension of community care facilities create a greater demand for increased numbers of nurse personnel. Population growth, as well as an expected larger proportion of adults over 65, will require more nursing services.

In 1957, it was estimated that to maintain a conservative nurse population ratio, the West needed 300 registered nurses per 100,000 population and to improve nursing services, we needed 350 registered nurses per 100,000 population. In 1962 most western states had 300 per 100,000 population but all states indicate the need for more and better qualified nurses. Therefore, the 1957 estimates were most conservative and society's expectations for nursing services are filled.

Revision of nurse population ratios in 1967 places a ratio of 400 registered nurses per 100,000 population as essential to maintain nursing care for community health services. Therefore, in the West between 1962 and 1976, there will be needed approximately 110,000 additional registered nurses, or an average of 8,000 annually.

Obviously nurses must be educated to take care of the annual 5% attrition to replace vacated positions as well as to keep pace with the west's population growth. Nursing positions vary in requirements of skill and education and place greater responsibility on the nursing profession to meet the increased demand for quality nursing care.

Three out of every ten nursing students in the Western United States are currently enrolled in baccalaureate degree nursing programs which provide a curriculum composed of liberal arts, science and nursing courses. This gives the broad background needed to meet the demands of the future as well as laying the foundation for professional nursing personnel who look toward positions of responsibility. The baccalaureate nurse is prepared to provide leadership as the nursing team leader, the head nurse, the public health nurse, or as beginning clinical specialist in hospital services. Finally, the baccalaureate program is the basis for admission to a master's degree program which prepares nurses to become teachers, supervisors, administrators, and consultants.

Students will find the programs at the University of Oregon School of Nursing are designed to teach the science and art of nursing and also to provide for each student the opportunity to develop her greatest potential.

—Jean E. Boyle, Director

Fall Term, 1969

- September 25-26, *Thursday and Friday* Pre-registration for Registered Nurse students
- September 29, *Monday* Registration and orientation
- October 6, *Monday* Last day to register for classes or to change courses
- November 27-30, *Thursday-Sunday* Thanksgiving Holiday
- December 19, *Friday* Fall term ends

Winter Term, 1970

- January 5, *Monday* Registration and orientation
- January 6, *Tuesday* Classes begin
- January 12, *Monday* Last day to register for classes or to change courses
- March 20, *Friday* Winter term ends

Spring Term, 1970

- March 30, *Monday* Registration and orientation
- March 31, *Tuesday* Classes begin
- April 6, *Monday* Last day to register for classes or to change courses
- May 30, *Saturday* Memorial Day Holiday
- June 11, *Thursday* Commencement
- June 12, *Friday* Spring term ends

Summer Session, 1970

- June 22, *Monday* Registration and orientation
- June 23, *Tuesday* Classes begin
- June 29, *Monday* Last day to register for classes or to change courses
- July 4, *Saturday* Independence Day Holiday
- August 14, *Friday* Eight-week session ends
- September 4, *Friday* Eleven-week session ends

Fall Term, 1970

- September 24-25, *Thursday and Friday* Pre-registration for Registered Nurse students
- September 28, *Monday* Registration and orientation
- October 5, *Monday* Last day to register for classes or to change courses
- November 26-29, *Thursday-Sunday* Thanksgiving Holiday
- December 18, *Friday* Fall term ends

1

GENERAL
INFORMATION
FOR
STUDENTS



THE UNIVERSITY OF OREGON School of Nursing offers a curriculum leading to a Bachelor of Science degree which is designed for two types of students: the student with no previous preparation; the student who is a graduate of a hospital or community college school of nursing. The curriculum includes preparation in public health nursing.

The school also offers an advanced curriculum leading to a Master of Science in Nursing Education. A major in Medical Surgical Nursing is offered. This program is planned to prepare nurses for faculty positions.

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 Social Work. 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 hospitals and clinics of the University of Oregon Medical School and at appropriate health agencies.

A diploma curriculum for high school graduates was re-established in 1941 as a war measure, and the degree program was accelerated for completion in two years. In 1945, the pre-nursing courses were increased to a minimum of five terms or 86 credits. The diploma program was discontinued in 1950. Public health nursing was incorporated into the basic degree program in 1956.

Financial assistance in a \$60,000 grant from the W. K. Kellogg Foundation in 1955 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 public health nursing, replaced a program providing specialization in teaching, supervision, and public health nursing.

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 basic and registered nurse programs.

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 Nursing Accrediting Service and the Oregon State Board of Nursing. The baccalaureate program is approved for preparation for public health nursing.

Philosophy, Purpose and Objectives

The University of Oregon School of Nursing is an integral member of the academic community. The faculty acknowledges its responsibility to society as teaching, service, and research in the development of professional nursing. The faculty believes professional nursing is a service that supports and promotes the social, physical, and psychological health of man.

It is the faculty's belief that shared student-faculty relationships foster opportunities which promote growth, critical thinking, and intellectual creativity. The curriculum supports the application of theories from the physical, biological, and behavioral sciences to the practice of professional nursing. A foundation is afforded for graduate study, research, and a continuing commitment to nursing.

The qualified student brings to the professional school of nursing a diversified background and breadth of academic experience with the expectation of making an individual contribution to nursing. The University provides additional opportunity to study in the humanities and the physical, biological, and behavioral sciences in which the student can coordinate with professional nursing study. Appropriate utilization of the University resources provides opportunity for self-direction and fulfillment of personal and professional interests.

The baccalaureate program is planned to assist the student to:

- (1) exercise discriminate judgment through use of the processes involved in critical thinking;
- (2) establish and maintain purposeful working relationships with individuals and groups in planning for nursing care;
- (3) give professional nursing care to people within the medical therapeutic design;
- (4) understand and promote the prevention of disease and conservation of health to individuals, family, and community;
- (5) formulate a personal frame of reference relative to a body of knowledge, attitudes and values, social consciousness, citizenship;
- (6) utilize this educational foundation for further professional development and graduate study.

Nursing as a professional discipline beyond the baccalaureate level demands intensive exploration into an area of specialization and extensive experience within that chosen area. These experiences include clinical practice, teaching and research. The nurse completing such a program will be a practitioner who can serve as a role-model for other nurses and students. Teaching is viewed within this program as both experimental and didactic. The course of study is designed to integrate the concepts underlying nursing practice and to promote further learning leading to effective communication of such concepts to others. The research component of the program stresses both the techniques of behavioral research and the manner in which the results of such research are communicated and applied.

The student who successfully completes such a program leaves with the realization that the first step has been taken in graduate education. While the graduate may eventually choose to continue formal education for a more advanced degree, the program is designed to provide the skills needed to continue education in a formal sense through personal study and research.

The Master's program is designed to assist the student to:

- (1) Achieve specialized skill and knowledge in a selected area of clinical nursing.
- (2) Develop further understanding of the scientific rationale supportive of nursing.
- (3) Design an independent study and to interpret and apply the findings of nursing research.
- (4) Develop the ability to teach nursing effectively.
- (5) Appreciate the nature of professional responsibilities and privileges and their application to nursing.

Instructional Facilities

The professional nursing courses are provided at the School of Nursing, located on the University of Oregon Medical School campus in Portland.

The campus of the Medical School occupies a 101-acre tract on Marquam Island, a mile and a half southwest of the business center of Portland. The site is an exceptional grandeur, overlooking the city and the Willamette River. Portland, a city of 384,000 population, is known for its beautiful homes, parks, and boulevards, and for its mild climate. The foothills of the Cascade Mountains are on the outskirts of the city. Mount Hood, one of the major peaks of the region, towers on the southeastern horizon.

The Library for the School of Nursing is a part of the Library of the University of Oregon Medical School. The library collection includes approximately 110,000 volumes of books and bound periodicals and a large number of unbound periodicals. Approximately 2,300 serial publications are received. Through the privilege of interlibrary loan and microfilm service, it is possible to procure, within a few days, material not in this collection.

The on-campus clinical facilities include:

- (1) The University of Oregon Medical School Hospital of 268 beds, including Doernbecher Memorial Hospital for Children with 113 beds.

(2) Multnomah Hospital, a 295-bed hospital with medical, surgical, obstetrical, and psychiatric crisis, and emergency units.

(3) The Outpatient Clinic, which has more than 200,000 patient visits each year.

(4) The Crippled Children's Division with the university-affiliated Mental Retardation center, which provides state-wide services to children with crippling conditions.

(5) University State Tuberculosis Hospital, a 79-bed tuberculosis hospital.

Classrooms and well-equipped laboratories are housed in the Medical Science Building, the Administration Building, and the Clinical Laboratories Building.

The off-campus clinical facilities include:

(1) Selected health departments and the Visiting Nurse Association.

(2) The Oregon State Hospital in Salem—2,388 beds.

(3) Portland State University and Portland Continuation Center of the Division of Continuing Education of the Oregon State System of Higher Education.

(4) Physicians and Surgeons Hospital in Portland, a 160-bed hospital with medical and surgical units.

(5) Veterans Administration Hospital in Portland, a 563-bed hospital.

Student Housing

Residences are provided for women students—the Women's Residence, 707 S.W. Campus Drive, and Emma Jones Hall, 3161 S.W. Sam Jackson Park Road. Students under 21 years of age are required to live in the women's residences unless they are living with their immediate families. Other basic students may live on campus with the permission of the Director of the School. There is sufficient housing to accommodate basic nurse students. Temporary housing is available for registered nurse students.

Students planning to live in the women's residences should make room reservations with the residence director not later than June 1. The applications must be accompanied by a room deposit of \$20.00. If dormitory reservations are cancelled prior to August 15, the room deposit will be refunded.

Students are assigned for meal service to cafeterias on the campus. These are located at the Medical School Hospital, Multnomah Hospital, the Medical School, and the Dental School. Students pay cash for meals.

Room rates are double occupancy. Charges are: \$118.00 for Summer term, \$159.00 for Fall term, \$106.00 for Winter term, and \$89.00 for Spring term. Payment for housing may be arranged on a basis of one or three installments per term.

Student parking is available in Lots 31 and 33 for a nominal fee of \$5.00 per month. Because parking space is limited, students are discouraged from bringing personal cars to the campus, except for those periods when they will be assigned to off-campus facilities.

Student Expenses

- (1) The cost of textbooks and supplies depends on the course requirements. For basic students the average cost is \$95.00 for the sophomore year, \$35.00 for the junior year, and \$40.00 for the senior year.
- (2) Basic student uniforms of dacron and cotton cost approximately \$10.00. Students will be responsible for their own laundry.
- (3) Basic students who attend off-campus classes should allow approximately \$17.00 per term for transportation.
- (4) For the public health nursing assignment, all students must have current drivers' licenses and should plan to have access to a car.
- (5) Registered nurse students are required to have current licenses to practice in a state or country.
- (6) Students who attend off-campus classes other than those required in the nursing curriculum must pay the fees listed by the institution.
- (7) The Student Association dues are \$5.00 per year, payable to the Association treasurer at the beginning of fall term.
- (8) Students are encouraged to join the Student Nurses of Oregon.
- (9) Registered nurse students who are members of the Elnora Thomson Association pay a fee of \$1.00 per term.

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

BACCALAUREATE PROGRAM

Tuition, per term	\$ 40.00
Laboratory and course fee, per term	40.00
*Incidental fee, per term	20.00
Building fee, per term	10.00

For students who are not residents of Oregon, nonresident fee, per term
(in addition to fees for resident students)

MASTER'S PROGRAM

Full-Time Graduate Students (8 credit hours or more)	
Tuition	\$ 100.00
Laboratory and Course Fee	100.00
*Incidental Fee	20.00
Building Fee	10.00

Total Graduate Charge

* Incidental fee—includes fees for Student Health Service and Student Activities Building applicable to students enrolled in psychiatric nursing at State Hospital in Salem or time student is assigned to public health nursing agencies outside City of Portland.

Part-Time Students and Auditors

Tuition and laboratory fee for students taking 7 hours or less, per term hour (minimum \$31.00)	\$ 15.50
Auditors:	
Lecture courses, per term hour	4.00
Laboratory courses, per term hour	8.00

Special Fees and Penalties

Bookage deposit	\$ 2.00
Registration fee (not refundable)	10.00
Transcript fee (one furnished without charge)	1.00
Late registration fee, per day after initial charge of \$5.00 for first day late	1.00
Change-of-course fee (Dropping or Adding a course)	5.00
Microscope rental fee	5.00

Special Examination Fee

A student pays a fee of \$1.00 per term hour for the privilege of taking an examination for advanced credit, or other special examinations per term hour	1.00
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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 may be 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; a 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.

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 the curriculum at the University of Oregon Medical or Dental School leading to the degree of Doctor of Medicines or Doctor of Dental Medicine is required to pay the nonresident fee); (2) a student attending a summer session; (3) a student paying part-time fees.

A student who has been classified as a nonresident may be reclassified 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

(2) In the case of a student whose domicile is independent of that of his parent or guardian, if the student presents convincing evidence that he has established

his domicile in Oregon. The first day is the first day of each term; registration is not complete until the student has been accepted and fees. The first penalty day is the second day after registration day.

his domicile in Oregon and that he has resided in the state for at least twelve consecutive months 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 in prima facie evidence 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 Office of the Registrar.

Scholarships and Loans

The Oregon State Scholarship Commission awards annually a limited number of scholarships to students of proven ability who need financial assistance. These scholarships cover tuition and laboratory and course fees. Recipients must pay the building fee, evaluation fee, and special fees.

The School of Nursing also awards the Emily Edson Scholarships and the Harlow Scholarships in amounts of \$200 to \$500 each per year.

Application should be made to the Director of the School of Nursing by February 1 for scholarships which become effective the fall term of the following academic year.

Basic students may apply for appointments in the Army Student Nurse Program or the Navy Nurse Corps Candidate Program to become effective at the beginning of the junior or senior year. The appointments carry generous financial allowances. The student who receives support for two years must serve on active duty in the service for 36 months; for one year's support she must serve for 24 months.

Registered nurses in program may apply for appointment to the Army Student Nurse Program if they are able to complete their degree requirements within 24 months.

Registered nurses in program may apply to the Air Force Registered Nurse Student Program, if they complete their degree requirements within 24 months. Registered Nurse students may apply through their local Air Force recruiter for sponsorship of their final year of school leading to their degree.

Other scholarships are supported by the Alumnae Association, service organizations, and gifts to the School of Nursing.

Students in the School of Nursing are eligible for loans from the University of Oregon student loan funds on the same basis as students on the Eugene campus (for regular regulations, see the general University Catalog). Requests for emergency regular loans may be directed to the School of Nursing or to the Business Office on the Medical School campus.

The School of Nursing administers loans from the Nurse Training Act Student Nurse Loan Fund, the W. K. Kellogg Foundation Loan Fund, and the Mother's Club Loan Fund (available only to baccalaureate students).

The Student Nurse Loan Fund was established on December 28, 1964, through the provision of the Federal Nurse Training Act 1964. Students enrolled in

baccalaureate program, both basic and registered nurses, are eligible to participate. Freshmen nursing students attending classes on the campuses of the University of Oregon, Eugene, Oregon State University, Corvallis, and Portland are eligible for Nurse Training Act Funds. The loans are interest free while the borrower is a full-time nursing student and for twelve months after termination of the program. The Act provides for cancellation up to a maximum of 50 per cent of the total loan if the student continues in the field of nursing for a specified time.

There is also available under the auspices of the Nurse Training Act, a limited number of professional nurse traineeships for registered nurse students who are preparing for educational, supervisory, and public health positions in nursing. Funds are provided for fees, subsistence, and travel.

Information concerning other sources of financial assistance is available in the Office of the School of Nursing.

Student Activities

Organizations such as the Student Association, Alpha Tau Delta, national honor nursing sorority, and the Nurses Christian Fellowship, an interdenominational organization, provide social activities to suit student needs and desires.

The Student Activities Building provides recreational facilities for all student organizations—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

Student Health Service provides preventive as well as therapeutic services. Upon admission to the School of Nursing, an applicant is required to have a health examination by her family physician, reported on forms provided by the administrative offices. Students who are registered full time simultaneously at Oregon State University and the School of Nursing may elect either Health Service 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 she is registered full time. Only in cases where the student is registered full time at both institutions can she make an election. Supplementary student health insurance is available.

Additional information is provided in the Health Service pamphlet available at the Registrar's Office.

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.

Alumnae Association officers for 1969-70 are:

Penny Hoodenpyle, '63	President
Eleanor Gordon, '57	Vice President
Shirley Becker, '65	Secretary
Peggy Jacob Cox, '64	Treasurer

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:

- 1-99. Courses in the first two years of a foreign language, or other courses of similar grade.
- 100-110, 200-210. Survey of foundation courses that satisfy the lower-division group requirements in the Arts and Letters, Science, and Social Science groups.
- 111-199. Other courses offered at first-year level.
- 211-299. Other courses offered at second-year level.
- 300-399. Upper-division courses.
- 400-499. Upper-division courses primarily for seniors. 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.

The number following the course title indicates the credit hours earned each term. In most lecture courses, 1 credit hour is given for each weekly class hour; in laboratory courses require more than one hour of work for 1 hour of credit. In nursing laboratory classes, three clock hours of laboratory experience each week per term are required for 1 hour of credit.

Grading System

The grading system consists of four passing grades, *A*, *B*, *C*, and *D*; failure, incomplete, *Inc.*; withdrawn, *W*. *A* denotes exceptional accomplishment; *B*, superior; *C*, average; *D*, inferior. When the quality of the work is satisfactory but some minor yet essential requirement of the course has not been completed, reasons acceptable to the instructor, a report of *Inc* may be made and additional time granted. If an *Inc* is not removed within a year, it automatically becomes *F*; exceptions to the time limitation may be made for basic 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 *F* in the course.

A student may be permitted to take examinations in undergraduate courses which she is enrolled and receive credit in the courses on the basis of successful performance in the examination. Permission to secure credit by examination

subject to approval by the department head. Credit by examination is recorded with a mark of "Pass" (P).

NO-GRADE COURSES. Certain University courses are designated no-grade courses. Students in these courses receive marks of "pass" (P) or "not pass" (N). For a bachelor's degree from the University, a student must receive at least 150 term hours of credit in courses for which grades are given.

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 her credit load during the term must also notify the Registrar. Such changes are subject to the \$5.00 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; *D*, 1 point per term hour; *F*, 0 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 *Inc*, *W*, *P*, and *N* are disregarded in the computation of the grade-point average.

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

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 discontinue 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. The student must maintain a minimum grade-point average of 2.00 to qualify for a baccalaureate degree.



Admission

To be admitted to the School of Nursing, a student must: (1) file an application for admission; (2) submit two official transcripts of all previous secondary and college education; (3) submit a physical examination report; (4) have a personal interview whenever possible. Applicants for admission must be completed and on file in the Registrar's office two weeks before registration day.

The student with no previous preparation in nursing enrolls for the freshman year courses at any accredited university or college. These students are required to take the National League for Nursing Prenursing and Guidance Examination. The remainder of the program is to be completed at the University of Oregon School of Nursing in Portland. These students are admitted to the School of Nursing in June of each year, after they have transferred their credits and received notice of acceptance. They continue their studies for three additional academic years and one summer session on the campus at the School of Nursing in Portland.

The registered nurse student applying to the baccalaureate program must be a graduate of an approved community college or hospital school of nursing. Registered nurse students take the National League for Nursing Graduate Nursing Examination and file two transcripts of their school of nursing record. The transcript must be signed by an official of the school and include the date of graduation and the school seal. Two copies of the official transcripts of credits earned at other institutions of higher learning should also be submitted.

A qualified student in good standing at an accredited institution may apply for admission with advanced standing. This particularly applies to students wishing to transfer from another basic collegiate school of nursing program and to the registered nurse students entering the baccalaureate program. The Admissions Committee reserves the right to determine the exact amount of transfer credit to be accepted.

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. It is recommended that credentials be filed at least six months before admission but the complete application must be in the hands of the Registrar ten days before registration for the term in which student wishes to enter. Prospective nursing students who fail to maintain a 2.00 GPA during their first year in college will not be eligible for transfer to the School of Nursing at the sophomore level. Scholastic achievement is only one of the criteria for admission; therefore, attainment of a minimum 2.00 GPA does not necessarily assure admission to the School. Any non-resident student must have an accumulative GPA of 2.25 to be eligible for admission.

Application forms for admission and for the National League for Nursing examinations, which are held periodically in specified cities in the United States, are available in the office of the School of Nursing.

Professional Standards. To protect students and professional standards, the admission and retention requirements and standards for evaluation and acceptance of transfer credit are often in addition to general admission and transfer requirements. Because professional education is accredited and approved by societies established by the professions, students must be prepared to undertake the curriculum at whatever level they enter it and to maintain school standards.

Degrees

The University of Oregon grants the following degrees: (1) Bachelor of Science; (2) 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 82 term hours outside the nursing major. The nonprofessional requirements are:

- (1) English Composition: 9 term hours.
- (2) Group requirements: Four sequences in liberal arts, distributed as follows:
 - Group I. Arts and Letters—English or foreign literature.
 - Group II. Social Science—general social science, anthropology, economics, geography, history, philosophy, political science, psychology, religion, sociology.
 - Group III. Science—general science, biology, chemistry, geology, mathematics, physics.
 - Group IV. An option—a second sequence in any one of the three groups listed above.

Sequences taken in Group I and II must be selected from courses numbered 100-120, 200-220 in the University of Oregon Catalog or equivalent. The Group IV sequence must be selected from courses numbered 200-220, or 220-310 in the University of Oregon Catalog or equivalent.

Each of the group sequences must total at least 9 term hours; each sequence 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 Medical School or the Eugene campus.
- (5) Upper-division credit: 62 term hours (in courses numbered 300-499).
- (6) Electives as needed to meet total credit requirements.
- (7) School requirements: 15 term hours in social science, including some sociology and psychology, and 3-6 term hours in speech.
- (8) Physical Education: 3 terms in activity courses unless excused.*
- (9) Grade-point average covering all work offered for the degree: Minimum 2.00.
- (10) 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 93 term hours earned toward a baccalaureate degree.

Advanced standing is not granted, at the time of admission, for courses completed in nonaccredited collegiate institutions. However, after the satisfactory completion of 45 term hours, 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 six months prior to commencement. All responsibility for fulfilling graduation requirements rests with the student.

*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.

Transfer credit will be accepted for upper division credit only when earned at an accredited four-year degree granting institution. Transfer credit is not allowed in the second year.

Transfer of junior college credit shall apply on the University freshman and sophomore years only. A student who has completed a portion of his freshman and/or sophomore years in a four-year college may not transfer junior college credit in excess of that necessary to completion of the first two years in the University.

To qualify for admission, the registered nurse student will:

- (1) be currently licensed to practice nursing.
- (2) hold the Associate Degree in Nursing or be a graduate of a National League for Nursing accredited diploma program in nursing, and
- (3) have satisfactory scores on the National League for Nursing Graduate Nurse examination.

The registered nurse student may be permitted to establish credit for previously acquired knowledge and competencies by examinations. This opportunity will be offered the registered nurse student in selected content and performance areas including the Biological Sciences and lower division courses in nursing. The final 45 hours of academic and professional work must be completed in residence and will include the courses required in the nursing major. Registered nurse students currently enrolled as degree candidates will be permitted to complete the program as was in effect upon their admission. Courses completed more than five years prior to granting the degree will be subject to review in terms of current requirements.

Requirements for Master's Degree. See requirements listed on page 29.



Bachelor of Science

The curriculum leading to the Bachelor of Science degree is designed for two types 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 and one summer session at the end of the freshman year. For the student who is a registered nurse, the length of program will vary depending on her previous education and the course load carried while at the University. The distribution of required courses provides a balance between general and professional education. All academic adviser will assist the student in selection of appropriate required courses and make suggestions for electives which contribute to the individual's intellectual and personal development.

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 100-200 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, but greater concentration is provided during the junior and senior years.

Curriculum:

First Year

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

	Term Hours		
	Fall	Winter	Spring
*English Composition (Wr 111, or Wr 121, or English Composition 101)	3	..	..
Literature (Eng 101, 102, 103, or 104, 105, 106, or 107, 108, 109)	3	3	..
Elementary Chemistry (Ch 101, 102, 103 or 104, 105, 106)	3-4	3-4	3-4
Social Science (100 or 200 sequence)	3	3	..
Speech (Sp 111 or Sp 121) .....	..	..	3-3
Nutrition (HEc 225, or HEc 214 or FN 225)	3	3	..
Elective (Nur 111, Backgrounds for Nursing recommended)	1	1	..
§Physical Education	16-17	16-17	15-17

Second Year

(University of Oregon School of Nursing)

	Term Hours			
	Summer	Fall	Winter	Spring
Microbiology (Mb 211)	3	..	..	..
Organic and Biochemistry (Ch 211)	3	..	..	..
Physiology (Phy 211) .....	..	3	..	..
Anatomy (An 211) .....	..	..	3	..
Pharmacology (Phc 211)	6	..	..	..
General Psychology (Psy 201, 202, 203) .....	..	3	3	..
General Sociology (Soc 204, 205) .....	..	..	..	..
English Composition (Wr 202) .....	..	..	..	..

* Opportunity to complete the Composition sequence of 202 and 203 will be provided in the second and third years at the School of Nursing, or students may complete the entire sequence, if it is offered the freshman year on the campus where they are enrolled.
§ Students who stay on pre-nursing campus for more than one year must complete a minimum of 5 term hours of Physical Education Activities. Health Education is not required.

	Term Hours			
	Summer	Fall	Winter	Spring
Fundamentals of Medical & Surgical Nursing (Nur 211) .....	..	3	..	..
Clinical Experience in Medical & Surgical Nursing (Nur 212) .....	..	3	..	..
Medical & Surgical Nursing (Nur 311) .....	..	..	5	..
Clinical Experience in Medical & Surgical Nursing (Nur 312) .....	..	..	5	..
Medical & Surgical Nursing (Nur 313) .....	..	..	..	5
Clinical Experience in Medical & Surgical Nursing (Nur 314) .....	..	..	..	2-5
Psychosocial Dynamics in Nursing (Nur 315)	2	..	..	..
.....	14	15	16	13-16

Third Year

Introduction to Study of Public Health (Nur 333) .....	..	3	..	..
Medical & Surgical Nursing (Nur 411) .....	..	3	..	..
Clinical Experience in Medical & Surgical Nursing (Nur 412) .....	..	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
Psychosocial Dynamics in Pediatric Nursing (Nur 331) .....	..	..	..	2
English Composition (Wr 303) .....	..	3	3	..
Electives .....	..	3-6	3	3
.....	....	14-17	13-16	12-15

Fourth Year

Psychiatric Nursing (Nur 327) .....	..	5	..	..
Clinical Experience in Psychiatric Nursing (Nur 328) .....	..	6	..	..
Group Dynamics in Psychiatric Nursing (Nur 335) .....	..	2	..	..
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) .....	..	..	..	4
Clinical Experience in Community Health Nursing (Nur 484) .....	..	..	..	8
Public Health Nursing (Nur 485) .....	..	..	..	4
Electives .....	..	0-3	..	..
.....	.....	13-16	15	16
Total credit hours .....	.....	.....	.....	188-207

Program for the Registered Nurse:

The baccalaureate program is the same as that for students who enter with no previous preparation in nursing. Contingent upon the assessment of the registered nurse student's previous academic preparation, modifications of program plan are made.

The student in this program may be allowed credit nursing from previous work. The graduate of an associate degree program in nursing may transfer credit on a basis of course equivalency to that at the University of Oregon School of Nursing and/or by results of a comprehensive examinations. The hospital graduate may be allowed credits in nursing on a basis of the results of a comprehensive examination on selected nursing courses administered by the University of Oregon School of Nursing.

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

This program provides a balance of general and professional education and includes at least 45 credits in the nursing major. Students are admitted to the School of Nursing once a year, in the summer term.

Faculty counseling assists the student to assess her previous educational foundation as the basis for planning her program to meet baccalaureate requirements.

Courses in this program contribute to the broadening and strengthening of previous preparation and assist the student in developing increased professional competency. They do not lead to specialization but serve as a foundation for further professional education. At least 45 credits in the nursing major are required.

Curriculum:

Students meet the same curriculum requirements as shown on page 26. Dependence upon previous educational background of the registered nurse student, modifications in design of schedule are made.

A student may be permitted to take examinations in undergraduate courses in which she is not enrolled and receive credit on a basis of successful performance in the examinations. The student's request must have the approval of the dean or the head of the department offering the course. Registered nurse students may secure credit by examination for the following nurse courses:

- Nur 111 Backgrounds for Nursing 3 hrs.
- Nur 211 Fundamentals of Medical and Surgical Nursing 3 hrs.
- Nur 311 Medical and Surgical Nursing 5 hrs.
- Nur 313 Medical and Surgical Nursing 5 hrs.

First Year

The first year courses may be taken at any accredited college or university. Some courses numbered 100-200 may be offered at any accredited junior college for college transfer credit.

Second Year

Students are admitted to the School of Nursing at the summer term of the second year.

The schedule for the second year will be subject to modification, contingent upon evaluation of the student's educational background.

Nurses passing the challenging examinations for Nur 211, 311, and 313 are not held for clinical experience courses for Nur 212, 312, and 314.

Nurses failing to pass the challenging examinations for Nur 211, 311, and 313 will be required to take these courses, as well as the clinical experience courses Nur 212, 312, and 314.

Third and Fourth Years

The third and fourth years are the same as outlined on Page 27. For the registered nurse student, Nur 322 Clinical Experience in Obstetrical Nursing and Nur 330 Clinical Experience in Pediatric Nursing is offered for 2-5 credits each. This provides opportunity to adjust clinical experience to the individual needs of the registered nurse students. Non-nursing courses and electives are taken on Portland State University campus or Division of Continuing Education and class schedules arranged to accommodate the student's program.

Other Programs

Supplementary Public Health Nursing Program

A period of supplementary study to prepare the registered nurse holding a baccalaureate or higher degree for public health nursing is available. The program is designed on the individual's academic background and will involve Nur 333 Introduction to Study of Public Health and Nur 483 Community Nursing, Nur 484 Clinical Experience in Community Health Nursing, and Nur 485, Public Health Nursing. Satisfactory completion will be noted on the student's transcript.

Master of Science in Nursing Education

Graduate Program

The graduate program is designed to provide advanced professional preparation for the qualified nurse who has a baccalaureate degree from an accredited institution of higher learning. A major in teaching Medical and Surgical Nursing is offered.

Philosophy and Objectives. Although the philosophy and objectives of this program are consistent with those formulated for the School of Nursing as a whole, the scope is broadened to meet the needs of nurses preparing for positions of leadership in teaching. The program is individualized according to the student's previous education, experience, interests, and professional work. See page 11, Philosophy, Purpose and Objectives.

Preparation for Graduate Work. A graduate of an accredited school of nursing with a bachelor's degree from an accredited institution of higher learning is eligible to apply for admission. Students who have deficiencies in undergraduate preparation are required to take supplementary courses prior to the graduate courses.

Admission. The requirements for admission for post baccalaureate studies or for work toward a graduate degree are:

Admission for Postbaccalaureate Studies. Graduations from an accredited school of nursing with a baccalaureate degree from an accredited institution of higher learning. Such admission carries no commitment that any credit earned under the postbaccalaureate status may later be applied toward a graduate degree.

An applicant for admission for postbaccalaureate studies must submit: (1) an application on the official School of Nursing form; and (2) two official copies of all educational transcripts to the office of the Registrar.

Admission for Study Toward a Graduate Degree. Graduation from an accredited school of nursing with a baccalaureate degree from an institution of higher learning with a record showing ability to maintain satisfactory scholastic progress in graduate studies. Cumulative undergraduate grade point average of 2.50 is the minimum acceptable. A student with a lower undergraduate GPA or with a record of graduate work below University standards at another institution may be admitted only if supplementary courses provide evidence of ability. All applications for exception to the general rule are reviewed by the Executive Committee.

An applicant for admission for study toward a graduate degree must submit: (1) one copy of an application on an official School of Nursing form, and (2) two official copies of all educational transcripts sent to the office of the Registrar.

The Executive Committee reviews requests for transfer from postbaccalaureate status to regular graduate standing with the privilege of working toward a graduate degree. Such requests are judged on the basis of the student's undergraduate record, grades in graduate courses, and scores on the Miller Analogies Test, and the National League for Nursing Graduate Nurse Examination.

Admission to graduate status is granted after the successful completion of one term of full-time graduate study and a contingent upon application by the student, recommendation by the Executive Committee, the Graduate Council, and the Director of the School of Nursing.

Provisional graduate standing is occasionally granted, as a temporary classification, pending the submission of complete official records, if the applicant has evidence that she has a baccalaureate degree and will be able to qualify for regular graduate standing.

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 should allow sufficient time for completion of the thesis. Work on the thesis should be initiated as early as possible. Fifteen hours is the normal course load per term. A graduate student planning to work part time will find it necessary to take a lighter load.

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 B at any time during the student's graduate studies is considered unsatisfactory and may result in disqualification. Disqualification means reduction to postbaccalaureate standing. A course in which the student earns a grade of D will not carry graduate credit, but will be included in the GPA computation.

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. Graduate students taking courses in the 400s are expected to do work of a higher order and broader scope than the work of undergraduate students in the same courses. Undergraduate enrollment in the 400 courses designated (G) is generally restricted to seniors; undergraduate enrollment in 400 courses designated (g) is generally restricted to juniors and seniors.

Off Campus Graduate Courses. Graduate students, with the consent of their advisers, may take courses for graduate credit at Division of Continuing Education and at Portland State College. 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 master's degree 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 School of Nursing and the Executive Committee; (3) the grades earned must be A or B. Graduate credit is not allowed for correspondence courses. 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. Admission to candidacy is granted only after the student has demonstrated ability to do work of a high order, and professional and personal growth resulting from an extension of knowledge.

Admission to candidacy will be determined by the recommendation of the Executive Committee, the Graduate Council, and the Director of the School.

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 of two-thirds of the program (30 term hours) in the major, and one-third (15 term hours) in related minor courses. Additional courses may be required.

Course Requirements

(1) Prerequisites and supplementary courses, as indicated by the student's previous preparation and professional experience.

(2) For the teaching major in nursing, courses are selected from the following:

	Term Hours
Res 301 Research	*
Res 302 Thesis	*
Res 303 Reading and Conference	*
Res 305 Seminar	*
Res 307 Workshop: Advanced Medical Surgical Nursing	4-8
Res 308 Guidance Programs in Schools of Nursing	3
Res 309 Curriculum Materials in Nursing	3
Res 311 Evaluation of Student Achievement	3
Res 313 Curriculum in the School of Nursing	3
Res 315 Field Work in Supervised Practice Teaching	6
Res 318 Research Procedures in Education, 3 term hours, is recommended.	

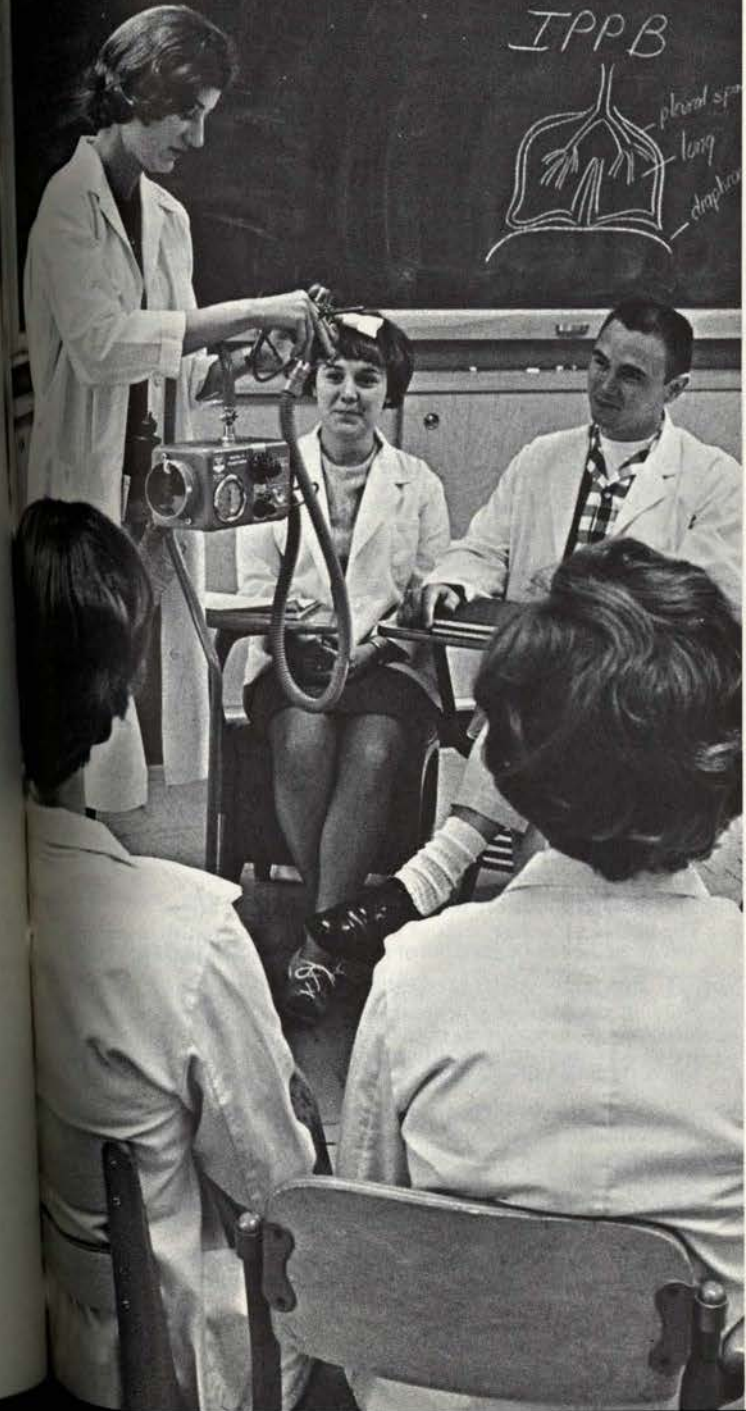
Language Requirement. There is no foreign language requirement.

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 summer year to complete the program.

Thesis. The candidate presents a thesis representing the results of research in an area of her interest. The thesis is written under the supervision of the faculty, and must be completed for final typing by April 1 of the year in which it is accepted. General instructions on the preparation of the thesis may be obtained from the faculty adviser. The thesis must be accepted by the faculty, the director of the School of Nursing, and the Graduate Council. It must be submitted to the examining committee two weeks before the date of the oral examination.

Oral Thesis Examination. An oral examination covering the subject of the thesis is required of all candidates. The examining committee is appointed by the chairperson of the Graduate Council and the director of the School of Nursing. The examination must be taken at least two weeks prior to the date of Commencement.

Thesis to be arranged.



*Basic Science Courses****An 211. Anatomy.** 3 hours fall.

A course in human anatomy, including the study of the gross and microscopic structure of the body. Planned to provide the nurse with a basis for understanding of human structure and function. Laboratory work includes demonstration of normal histological structure and the dissection of the human body. Prerequisite: El Chem 101, 102, 103 or 104, 105, 106. Offered concurrently with Phy 211. Lectures, 2 hours; demonstration and quiz, 1 hour. Pearson and staff.

***Mb 211. Microbiology.** 3 hours summer.

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. Frisch and 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 digestion and absorption, blood and metabolism. Lectures, 3 hours. Jones and staff.

***Phc 211. Pharmacology.** 3 hours winter.

Action, uses, characteristics, modes of administration, preparation, dosage and untoward reactions of some of the common drugs. Lectures, 3 hours. David and McCawley.

***Phy 211. Physiology.** 3 hours fall.

Study of the behavior of living cells, organs, and organ systems reacting to environmental change and to integrative control mechanisms. Each major system given separate consideration, with special attention to the disturbances of behavior which underlie common diseases. Prerequisite: El Chem 101, 103 or 104, 105, 106. Offered concurrently with An 211. Lectures, 2 hours; demonstration and quiz, 3 hours. Brookhart and staff.

*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. Olson and Orwig.

Nur 211. Fundamentals of Medical and Surgical Nursing. 3 hours fall.

Nursing concepts of positive health; the role of the nurse in meeting physical and mental needs of the patient; emphasis on the prevention of disease and the promotion of health within the community resources. Offered concurrently with Nur 212. Michaelson and Rynerson.

Nur 212. Clinical Experience in Medical and Surgical Nursing. 3 hours fall.

Application of fundamentals of nursing and the principles of biological sciences to nursing care of selected medical-surgical adult patients for development of nursing skills. Laboratory, 6 hours per week; conference, 1 hour per week. Offered concurrently with Nur 211. Aldrich, Ballard, Cate, Colling, Franklin, Kimmel, Mahomet, Selvage, and M. Sullivan.

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

Nur 311. Medical and Surgical Nursing. 5 hours winter.

Further study of the specific care of selected medical-surgical adult patients; the role of the nurse in observing, reporting, recording; her responsibility for carrying out therapeutic measures, including diet and medications. Prerequisite: Nur 211, Nur 212. Offered concurrently with Nur 312. Cate, Franklin, and Rynerson.

Nur 312. Clinical Experience in Medical and Surgical Nursing. 5 hours winter.

Application of principles of nursing to the care of medical-surgical adult patients, utilizing biological, natural, and social sciences related to patient care. Laboratory, 15 hours per week, including conference. Offered concurrently with Nur 311. Aldrich, Ballard, Cate, Colling, Cory, Franklin, Kimmel, Mahomet, Selvage, and M. Sullivan.

Nur 313. Medical and Surgical Nursing. 5 hours spring.

The care of adult patients with complex conditions; emphasis on the continuum of care following hospitalization, including rehabilitation for attainment of optimum health. Offered concurrently with Nur 314. Cate, Franklin, Michaelson, and Rynerson.

Nur 314. Clinical Experience in Medical and Surgical Nursing. 2-5 hours spring.

Application of nursing principles in the formulation of a nursing diagnosis; utilization of problem-solving techniques for planning and implementing care. Includes outpatient clinic observation and case presentation. Laboratory, 15 hours per week, including conference. Offered concurrently with Nur 313. Aldrich, Ballard, Cate, Colling, Cory, Franklin, Kimmel, Mahomet, Selvage, and M. Sullivan.

Nur 315. Psycho-Social Dynamics in Nursing. 2 hours summer.

Study of personality and growth of behavioral concepts which contribute to the formulation of a framework upon which psycho-social content is based. Focus is on the perception and identification of stimuli influencing behavior as well as the adjustments occurring within self as a social being. Lectures, seminars, interviews, and observation studies are utilized. Markel, and Rynerson.

Nur 317. General Nursing. 4 hours summer and winter.

Effect of illness on the patient and his family, contributions of selected health-care resources and the paramedical team to the patient's welfare. For registered nurse students only. Offered concurrently with Nur 318. E. Schindler.

Nur 318. Clinical Experience in Outpatient Clinics. 4 hours summer and winter.

Selected experiences in clinics to extend nursing competency in the care of ambulatory clinic patients; application of communication skills to support the patient in managing his illness; includes independent study. Laboratory, 12 hours per week, including conferences. For registered nurse students only. E. Schindler.

Nur 321. Obstetrical Nursing. 5 hours fall, winter, spring.

Designed to assist the student in acquiring the knowledge, understanding, and skill essential for the performance of maternal and newborn care. Psychosocial, sociological, and economic factors affecting the family; the purposes and functions of community resources; the legal aspects of obstetrics. Lectures, evening classes, demonstrations, conferences, and field trips. Offered concurrently with Nur 322. Grimm, Raynes, Chase and staff.

Nur 322. Clinical Experience in Obstetrical Nursing. 2-5 hours fall, winter, spring.

Experience in the application of the principles of nursing care to obstetrical patients, including conferences, clinics, care studies, and experiences in the Outpatient Clinic. Laboratory, 15 hours per week. Grimm, Raynes, Chase and staff.

Nur 323. 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 and Nur 331. Lierman, Schindler, Taylor.

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 experiences in outpatient clinic, family interviews, team meetings of hospital staff and community agencies, and clinical conferences. Laboratory, 18 hours per week. Lierman, D. Schindler, Taylor.

Nur 329. Pediatric Nursing. 5 hours fall, winter, spring.

Study of the infant and child in health; effect of hospitalization and illness on the child; care of the sick infant and child in the home and community. Lectures, discussion, and group presentations. Offered concurrently with Nur 330. Jones and staff.

Nur 330. Clinical Experience in Pediatric Nursing. 2-5 hours fall, winter, spring.

Experience in nursing care of pediatric patients. Utilizes Doernbecher Hospital; pediatric clinic; selected community agencies; therapeutic play experience; conferences and care studies. Laboratory, 15 hours per week. Jones and staff.

***Nur 331. Psycho-Social Dynamics in Pediatric Nursing.** 2 hours any term.

Study and application of psycho-social factors in the nursing care of children. Emphasis is on modifications in communication, meaning of relationships, meaning of illness to patient and family, and use of resource persons in the community. Seminars, role-playing, observation studies and selected experiences in community agencies are utilized. Markel, Taylor and staff.

***Nur 333. Introduction to Study of Public Health.** 3 hours fall, winter, spring.

Concepts of public health, with emphasis on prevention of communicable and noncommunicable diseases; epidemiological methods of study of health status of groups, utilizing statistical reasoning and graphical presentation of data. Lectures. E. Schindler, Osterud, and D. Phillips.

***Nur 335. Group Dynamics in Psychiatric Nursing.** 2 hours any term.

Study of selected problems inherent in the field of psychiatric nursing. Student activity is directed toward independent study, discussions, group preparation as well as group process evaluation. Seminar. D. Schindler. Not offered 1969-70.

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.

Nur 408. Workshop. Any term, hours to be arranged.**Nur 411. Medical and Surgical Nursing.** 3 hours fall, winter, spring.

Principles of nursing for the continuum of care of patients requiring surgical intervention; analysis of nursing needs of patients with long-term illness; emphasis on use of community resources to facilitate prevention, treatment and rehabilitation. Offered concurrently with Nur 412. Blake, Mahomet and staff.

Nur 412. Clinical Experience in Medical and Surgical Nursing. 5 hours fall, winter, spring.

Participation as a member of the surgical team; application of principles

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

nursing in preoperative, operative, and postoperative care of patients with surgical intervention; experiences for utilization of paramedical services involved in complex nursing situations associated with long-term illness, including communicable disease. Independent study. Laboratory, 15 hours per week. Blake, Mahomet and staff.

Nur 415. Patterns of Organization for Nursing Leadership. 3 hours fall, winter, spring.

Student assessment of theories of supervision and teaching and their use in meeting the goals of patient care. Offered concurrently with Nur 416. Elhart.

Nur 416. Advanced Clinical Experience in Nursing. 8 hours fall, winter, spring.

Application of principles of supervision and team management to comprehensive nursing-care situations; selected experiences in team leadership. Laboratory, 24 hours per week. Elhart and staff.

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. Shattuck.

Nur 419. Leadership Responsibilities in Nursing. 2 hours fall, winter, spring.

Weekly seminar focused on identification and application of leadership approaches to the solution of complex nursing situations involving both patient and staff. Offered concurrently with Nur 416. Elhart.

Nur 421. Advanced General Nursing. 4 hours fall and spring.

Principles of biological and behavioral sciences related to care of patients with complex illnesses. For registered nurse students only. Offered concurrently with Nur 422. E. Schindler. Not offered 1969-70.

Nur 422. Clinical Experience in Advanced General Nursing. 4 hours fall and spring.

Selected learning experiences to assist the student in extending nursing competency in care of patients requiring complex nursing skills. Laboratory, 12 hours per week. For registered nurse students. E. Schindler and staff. Not offered 1969-70.

***Nur 445. Psycho-Social Dynamics in Clinical Nursing.** 3 hours fall and spring.

The study and application of psycho-social dynamics in the nurse-patient relationship. Focus is on the integration of problem-solving steps in nursing care. Seminars, role-playing, interviews and films are utilized. Markel and Ryerson. Not offered 1969-70.

Nur 451. Principles of Teaching. 3 hours, fall and summer.

The nature of the learning process; analysis of situations which the professional nurse encounters; selection and organization of materials appropriate to teaching. Gregerson.

Nur 461. Methods of Clinical Instruction. (G) 3 hours fall or spring.

Consideration of the steps in planning and developing a program of clinical instruction; methods of evaluating student achievement in clinical nursing practice. Gregerson. Not offered 1969-70.

Nur 463. Organization of Schools of Nursing. (G) 3 hours summer.

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, avoidance, and welfare; facilities for conducting a school. Boyle and Gregerson. Not offered 1969-70.

Nur 465. Personnel Administration in Nursing. (G) 3 hours any term.

Responsibilities of the head nurse; planning effective assignments for personnel; promoting high-quality nursing service. Lectures and group discussion. Not offered 1969-70.

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

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

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. Not offered 1969-70.

Nur 483. Community Health Nursing. 4 hours any term.

Contribution of nursing to the development of organized community health services. Methods of investigation and study of current and emerging health needs applied to obtain inferences for planning a nursing program in the comprehensive health plan. Independent study, seminars and workshops. Offered concurrently with Nur 484. Johnson 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 experience in selected public health agencies. Laboratory 24 hours per week. Blankenship, Curtis, Eisenbach, and Johnson.

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. G. Binnington, D. Johnson and staff.

Nur 501. Research. Fall, winter and spring, hours to be arranged.
S. Goldstein.**Nur 503. Thesis.** Any term, hour to be arranged.
Gregerson.**Nur 505. Reading and Conference.** Any term, hours to be arranged.**Nur 508. Workshop.** Any term, hours to be arranged.

Opportunity for group work on special problems. E. Schindler.

Nur 507. Seminar. Any term, hours to be arranged.**Nur 508. Workshop.** Any term, hours to be arranged.

Opportunity for group work on special problems. E. Schindler.

Nur 509. 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. Gregerson.

Nur 511. Curriculum Materials in Nursing. 3 hours fall.

Presentation of the newer curriculum concepts. Planning and developing a unit; selecting and organizing subject matter and related activities; appraising the learning outcome. Gregerson.

Nur 513. Evaluation of Student Achievement. 3 hours winter.

Purposes of evaluation; types of evaluation devices with particular attention to teacher-made devices for evaluating student achievement in classroom and clinical situations. Gregerson.

Nur 515. Curriculum in the School of Nursing. 3 hours spring.

The relation of the philosophy of education to the objectives; analysis of curricula in nursing education in relation to the stated aims of nursing education. Gregerson.

Nur 548. Field Work in Supervised Practice Teaching. 6 hours any term.

Supervised experience in teaching in the classroom and in clinical service. Laboratory, 18 hours per week. E. Schindler and staff.

Psy 511, 512. Interviewing Techniques and Psychiatric Medicine. 2 hours any term, fall and winter.

Lectures, clinical demonstrations, and student discussions designed to help

the acquisition of basic skills in interviewing, history taking, and the evaluation of patients as persons in a social environment. Differential diagnostic descriptions of major psychiatric entities, supervised interview practice and exercises in interpersonal competence conclude the course. 3 hours a week; 2 hours. Saslow and Markel. (By consent of faculty adviser only.)

5

ADMINISTRATION AND FACULTY



General Administrative Officers

Jean E. Boyle, M.N., Director.

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.

Richard L. Sleeter, M.D., Assistant Dean.

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

A. J. Clemmons, Director of Facilities Planning.

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

Richard Herren, Director, Instructional Aids.

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

Robert A. Jellum, B.S., Budget Officer.

Mary Ann Ademino Lockwood, B.A., Director of Publications.

Donald C. Lowe, B.S., Program Planning Coordinator.

Fred A. Matthias, B.B.A., Business Manager.

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

M. R. Parelius, M.Sc., LL.B., Director of Research Services.

Byron E. Phillips, B.A., Personnel Officer.

Caroline H. Pommarane, B.S., Registrar.

Joseph B. Trainer, M.D., Health Service Physician.

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

School of Nursing Faculty*

Norma Aldrich, M.N., Instructor in Medical and Surgical Nursing (1969).
B.S. (1960), Oregon; M.S. (1968), Washington.

Naomi Ballard, M.A., Instructor in Medical and Surgical Nursing (1968).
B.S.N. (1962), Mississippi; M.A. (1966), Washington.

Mary Blake, M.S., Assistant Professor of Medical and Surgical Nursing (1959).
B.S. in P.E. (1930), Battle Creek College; Diplomas (1937), Kansas City General Hospital, Kansas City, Mo.; M.S. (1965), Oregon.

Veronica Blankenship, B.S., Instructor in Public Health Nursing (1968).
B.S. (1963), Columbia.

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

Marcella Cate, M.S., Instructor in Medical and Surgical Nursing (1966).
Diploma (1941), Fergus Falls Hospital, Fergus Falls, Minn.; B.S. (1964), M.S. (1966), Oregon.

Georgann Chase, M.S., Assistant Professor of Obstetrical Nursing (1956).
B.S. (1955), M.S. (1959), Oregon.

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., Instructor in Medical and Surgical Nursing. (1968).
Diploma (1947), Flower-Fifth Avenue School of Nursing, New York; B.S. (1957), Simmons College; M.S.N. (1960), Catholic University.

Margaret Curtis, M.S., Instructor in Public Health Nursing (1968).
Diploma (1941), St. Mary's School of Nursing Rochester; B.S. (1964), California; M.S. (1966), California (San Francisco).

Viola Eisenbach, M.S., Assistant Professor of Public Health Nursing (1962).
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 School of Nursing, Portland; B.S. (1960), Lewis and Clark; M.S. (1962), Oregon.

Marilyn Leach Franklin, M.S., Instructor in Medical and Surgical Nursing (1966).
B.S. (1960), Nebraska; M.S. (1964), Oregon.

Steven George Goldstein, Ph.D., Assistant Professor of Medical Psychology (1968).
A.A. (1960), Windham College; B.A. (1962), Fairleigh Dickinson; M.S. (1964), Ph.D. (1967), Purdue.

Lucile Gregerson, M.Ed., Associate Professor of Nursing (1948).
Diploma (1929), St. Joseph's Hospital, Sioux City, Iowa; B.S. (1944), Boston; M.Ed. (1950), Oregon.

Marie E. Grimm, M.S., Instructor in Maternity Nursing (1967).
Diploma (1960), Marymount College; (1962), Fort Hayes State College; M.S. (1964), Oregon.

Dorothy Johnson, M.A., Associate Professor of Public Health Nursing (1961).
B.S. (1939), California; M.A. (1951), Columbia.

Bernice Jones, M.N., Instructor in Pediatric Nursing (1968).
Diploma (1940), Emanuel Hospital, Portland; B.S. (1967), Oregon; M.S. (1968), Washington.

Olga Keesling, M.S., Assistant Professor of Psychiatric Nursing (1965).
B.S. (1946), Portland; M.S. (1961), Oregon. Leave of Absence 1969-70.

Jean Lewis Kimmel, M.N., Assistant Professor of Medical and Surgical Nursing (1958).
B.S. (1951), University of Alberta; M.N. (1957), Washington.

Letha Mae Lierman, M.S.N., Instructor in Psychiatric Nursing (1968).
B.S. (1964), Oregon; M.S.N. (1966), Catholic University.

Alexandria Mahomet, M.S.N., Instructor in Medical and Surgical Nursing (1968).
Diploma (1961), Tacoma General Hospital; B.S.N. (1963), Washington; M.S.N. (1967), Wayne.

Charlotte Markel, M.S.N., Associate Professor of Psychiatric Nursing (1963).
B.S.N.E. (1959), Carroll; M.S.N. (1963), Catholic University.

Phyllis Michaelson, M.S., Assistant Professor of Medical and Surgical Nursing (1963).
B.S.N. (1953), Marquette; M.S. (1963), Oregon.

Guhli J. Olson, M.S., Associate Professor of Nursing (1943).
B.S. (1936), Battle Creek; Diploma (1936), M.S. (1947), Western Reserve.

Bernice Orwig, M.A., Associate Professor of Nursing (1961).
B.A. (1932), Willamette; B.S. (1946), Oregon; M.A. (1959), Oregon State.

Marlys Raynes, M.N., Assistant Professor of Maternity Nursing (1961).
B.S.Ed. (1944), Northern State, Aberdeen, S.D.; B.S. (1949), M.N. (1960), Washington.

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

- Barbara Rynerson, M.S.**, Assistant Professor of Psychiatric Nursing (1964).
B.S. (1958), M.S. (1962), Oregon; Post Master's Psychiatric Nursing (1966), California.
- Beulah E. Schindler, M.A.**, Associate Professor of Medical and Surgical Nursing (1961).
Diploma (1949), White Cross Hospital, Columbus, Ohio; B.S. (1951), California; M.A. (1962), Washington.
- Doris Schindler, M.S.**, Instructor in Psychiatric Nursing (1966).
Diploma (1934), Royal Columbia Hospital School of Nursing, New Westminster, B.C.; B.S. (1965), M.S. (1966), Oregon.
- Carlene Selvage, B.S.N.E.**, Instructor in Medical and Surgical Nursing (1968).
Diploma (1956), St. Alexius, Bismarck; B.S.N.E. (1959), Carroll.
- Evelyn Shattuck, M.S.N.**, Associate Professor of Nursing (1958).
Diploma (1936), Good Samaritan Hospital, Portland; B.S. (1940), M.S.N. (1941), Washington.
- Mary Patricia Sullivan, M.S.**, Instructor in Medical and Surgical Nursing (1967).
Diploma (1962), Sisters Charity School of Nursing, Helena, Mont.; B.S. (1964), Carroll College; M.S. (1967), Montana State.
- Perus Taylor, M.S.**, Assistant Professor of Psychiatric Nursing (1968).
Diploma (1954), Tacoma General Hospital; B.S. (1959), Oregon; M.S. (1962), Washington University, St. Louis.

Clinical Faculty

- Ruby Bartlett, R.N.**, Clinical Instructor in Psychiatric Nursing (Oregon State Hospital) (1966).
Diploma (1929), Memorial Hospital School of Nursing, South Bend, Indiana.
- Gilbert Bennington, D.Ed.**, Clinical Instructor in Nursing and Instructor in Education (Portland State University) (1965).
B.S.A. (1951), B.Ed. (1956), University of Saskatchewan; D.Ed. (1965), Oregon.
- Ann C. Campbell, M.S.**, Clinical Instructor in Nursing and Instructor in Sociology. (Division of Continuing Education) (1968).
B.S. (1933), Smith College; M.A. (1937), Columbia; M.S.W. (1948), California.
- 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.; B.S. (1948), B.S. (1952), Colorado.
- Barbara Hiatt, M.S.**, Clinical Associate Professor of Nursing; Assistant Administrator of University State Tuberculosis Hospital (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 in Nursing; Director of Nursing Service, Outpatient Clinic (1966).
Diploma (1937), Good Samaritan Hospital, Portland; B.S. (1945), Oregon.
- Esther Jansen, B.S.**, Clinical Instructor in Psychiatric Nursing (Oregon State Hospital) (1968).
B.S. (1959), Walla Walla College.
- Shirley Jarrott, M.N.**, Clinical Instructor in Psychiatric Nursing, Director of Nursing Education (Oregon State Hospital) (1968).
- Doris Julian, M.N.**, Assistant Professor of Maternal Child Health, Project Training Director for Nursing at the University-Affiliated Mental Retardation Center (1969).
Diploma (1947), Hastings; B.S. (1951), M.N. (1966), Washington.
- Lee Killam, M.S.**, Clinical Associate Professor of Nursing; Director of Nursing, University of Oregon Medical School Hospital (1967).
B.S. (1944), Portland; M.S. (1963), Oregon.
- Elaine Lis, Ph.D.**, Associate Professor of Nutrition (Crippled Children's Division) (1966).
A.B. (1945), Mills; Ph.D. (1960), California.
- 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.
- Emma Nicholls, B.S.**, Clinical Instructor in Nursing, Director of Nursing Service (Physicians and Surgeons Hospital) (1964).
B.S. (1946), Oregon.
- Garnet Oekerman, M.S.**, Clinical Instructor Continuation Education (1966).
B.S. (1954), M.S. (1963), Oregon.
- Eleanor Palmquist, M.A.**, Clinical Instructor in Public Health Nursing (Multnomah County Health Department) (1966).
B.A. (1925), Grand Island; Diploma (1928), University of Nebraska School of Nursing; M.A. (1944), Columbia.
- Prasanna Kumar Pati, M.D.**, Clinical Instructor in Psychiatric Nursing (Oregon State Hospital) (1968).
M.D. (1949), Utkal University, India; M.S. in Psychiatry (1958), Michigan.
- Bernice A. Peterson, R.N., P.H.N.**, Clinical Instructor in Public Health Nursing (Oregon State Board of Health) (1968).
Diploma (1940), Swedish Covenant Hospital (1940), Chicago; P.H.N. (1943), University of Oregon Department of Nursing Education.
- Ruth Pefley, M.P.H.**, Clinical Instructor in Public Health Nursing (Oregon State Board of Health) (1960).
Diploma (1928), Evanston Hospital, Evanston, Ill.; B.S., P.H.N. (1948), Oregon; M.P.H. (1953), Minnesota.
- 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.A. (1944), Stanford.
- Gale Rankin, B.S.**, Clinical Assistant Professor of Nursing; Director of Nurses, Multnomah Hospital (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.
- Maisie V. Wetzel, M.S.**, Clinical Instructor in Public Health Nursing (Multnomah County Health Department) (1956).
Diploma (1928), Passavant Memorial Hospital, Jacksonville, Ill.; P.H.N. (1929), Portland School of Social Work, Oregon; B.S. (1933), M.S. (1939), Oregon.

Assistants to Clinical Instructors

Multnomah Hospital

- Barbara Browne, B.S., Nursing Service.**
B.S. (1948), Oregon; M.N. (1968), Washington.
- Jeannette Buhmann, B.S., Obstetrical Nursing.**
B.S. (1962), Oregon.
- Jean Caldwell, B.S., Medical Nursing.**
Diploma (1949), University of Oregon Department of Nursing Education; B.S. (1950), Oregon.
- Jane Duncan, B.S., Emergency Nursing.**
Diploma (1959), Good Samaritan Hospital, Portland; B.S. (1959), Lewis and Clark.
- Judith Gentry, B.S., Nursing Service.**
B.S. (1962), Oregon.
- Ardys Hokeness, B.S., Nursing Service.**
Diploma (1951), Minneapolis General Hospital School of Nursing; B.S. (1965), Oregon.
- Joyce Jorgensen, R.N., Obstetrical Nursing.**
Diploma (1960), California Lutheran Hospital, Los Angeles.
- June Satchfield Lerma, M.S., Nursing Service.**
B.S. (1931), M.S. (1964), Oregon.
- Emma McWilliams, R.N., Nursing Service.**
R.N. (1931), Swift Current Hospital, Swift Current, Sask.
- Mary Lou Pollock, R.N., Surgical Nursing.**
Diploma (1956), Allegheny Hospital, Pittsburgh.
- Le Ann Poole, R.N., Surgical Nursing.**
Diploma (1948), Trinity School of Nursing, Jamestown, N.D.
- Mary Hodam, R.N., Clinical Research Center.**
Diploma (1948), University of Oregon Department of Nursing Education.
- Jean Schropfer, B.S., Medical Nursing.**
Diploma (1952), B.S. (1953), Nebraska.
- 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. (1950), Oregon.
- Helen Sinclair, B.S., Nursing Service.**
B.S. (1957), Oregon.
- 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.
- Beverly Ward, B.S., Surgical Nursing.**
Diploma (1951), Minneapolis General Hospital School of Nursing; B.S. (1966), Oregon.
- Dorothy Whitaker, R.N., Nursery.**
Diploma (1944), Swedish Covenant Hospital, Chicago.
- Earline Williams, B.S., Surgical Nursing.**
B.S. (1963), Reed College; A.D. (1964), Clark College, Vancouver.

Medical School Hospital

- Marion Allan, R.N., Assistant Night Supervisor.**
Diploma (1944), St. Michael's Hospital, Toronto.
- Kather Appleman, R.N., Assistant Night Supervisor.**
Diploma (1948), Saginaw General Hospital, Saginaw, Michigan.
- Evelyn Barton, R.N., Night Supervisor.**
Diploma (1930), Multnomah Hospital, Portland.
- Wanda Belle Burge, B.S., Surgical Nursing.**
B.S. (1958), Northwestern.
- Peggy Cooke, S.R.N., Pediatric Nursing.**
S.R.N. (1950), Ashford Hospital, Ashford, England; B.T.A. (1954), British Legion Sanatorium, Colchester, England.
- Jean Coverstone, B.S., Medical Surgical Supervisor.**
B.S. (1947), Oregon.
- Lucille Dorris, R.N., Medical Nursing.**
Diploma (1938), University of Oregon Department of Nursing Education.
- Helen Fountain, R.N., Evening Supervisor.**
Diploma (1954), Emanuel Hospital, Portland.
- Helen Katagiri, B.S., Neonatal Intensive Care Center.**
B.S. (1947), Hamline.
- Joanna Mally, B.S., Nursing Instructor, Staff Development.**
B.S. (1952), Washington.
- Evon Marks, R.N., Pediatric Nursing.**
Diploma (1960), Good Samaritan Hospital, Portland.
- Francis Lucille Mullin, B.S., Operating Room Nursing.**
B.S. (1960), Washington.
- Marion Page, R.N., Evening Supervisor.**
Diploma (1964), Sacred Heart Hospital, Spokane.
- Sarah Peterson, R.N., Psychiatric Nursing.**
Diploma (1947), University of Oregon Department of Nursing Education.
- Maryann Powers, B.S., Surgical Nursing.**
B.S. (1959), Rochester.
- Sandra Reece, R.N., Assistant Night Supervisor.**
Diploma (1968), Orange Memorial Hospital, Orange, N.J.
- Sarah Rich, B.S., Pediatric Nursing.**
B.S. (1961), Oregon.
- Viola Robinson, B.S., Nursing Instructor, Staff Development.**
B.S. (1957), Oregon.
- Jean Rosendahl, R.N., Central Service.**
Diploma (1949), Methodist School of Nursing, Sioux City, Iowa.
- Nancy Salina, B.S., Post-Op-Nursing.**
Diploma (1964), Sacred Heart Hospital, Spokane; B.S. (1964), Seattle University.
- Sylvia Sather, B.S., Operating Room Nursing.**
Diploma (1957), St. Luke's Hospital, Fargo, N.D.; B.S. (1966), Oregon.
- Roseella Schmidt, B.S., Medical Nursing.**
Diploma (1959), Bethel Deaconess, Newton, Kansas; B.S. (1961), Oregon.
- Maxine Carol Sutton, R.N., Surgical Nursing.**
Diploma (1952), Immanuel Hospital, Omaha, Neb.
- Florence Sweeney, R.N., Surgical Nursing.**
Diploma (1931), St. Vincent Hospital, Portland.

- Janet Teaff, R.N.**, Assistant Evening Supervisor.
Diploma (1958), Allegheny General Hospital, Pennsylvania.
- Joan Weaver, R.N.**, Assistant Evening Supervisor.
Diploma (1955), University of Iowa, Iowa City.
- Betty Weible, B.S.**, Supervisor Pediatric Nursing.
Diploma (1947), Emanuel Hospital, Portland; B.S. (1955), University of Washington.

Outpatient Clinic Services

- Nancy Beshear, B.S.**, Dietary Department.
B.S. (1945), Cornell; Dietetic Internship (1945), Michael Reese, Hospital, Chicago.
- Honora Ediger, R.N.**, Otolaryngology.
Diploma (1947), Saskatoon City Hospital, Canada.
- Nellie Jacob, B.S.**, Surgical Nursing.
B.S. (1943), Portland.
- Ruth Kuns, R.N.**, Obstetrical and Gynecological Nursing.
Diploma (1938), Christ Hospital, Cincinnati.
- Elli Liptak Forbess, B.S.**, Pediatrics.
B.S. (1964), Oregon.
- Betty Rairdan, R.N.**, Dermatology.
Diploma (1967), Emanuel Hospital, Portland.
- Carlene Squires, R.N.**, Ophthalmology Department.
Diploma (1939), St. Mary's Hospital School of Nursing, Evansville, Ind.
- Alvina Wobbrock, R.N.**, Medical Nursing.
Diploma (1933), Fairview Hospital, Minneapolis.

Physicians and Surgeons Hospital

- Isabelle McSkimming Dunford, R.N.**, Operating Room.
Diploma (1948), Good Samaritan Hospital, Portland.
- Helen Hansen, R.N.**, Medical Surgical Supervisor.
Diploma (1939), University of Oregon Department of Nursing Education.
- Vivienne Huffman, B.S.**, Supervisor, Operating Room.
B.S. (1948), Oregon.
- Evelyn Kaporich, R.N.**, Medical Surgical Supervisor.
Diploma (1937), Emanuel Hospital.
- Bettie Rieker, M.N.**, In-Service Coordinator.
B.S. (1964), Walla Walla; M.N. (1967), Washington.
- Ida Sargeant, R.N.**, Medical Surgical.
Diploma (1937), University of Oregon Department of Nursing Education.

University State Tuberculosis Hospital

- Nina M. Ellenburg, R.N.**, Supervisor.
Diploma (1943), William Bacqus Hospital, Norwich, Conn.
- Dorothy C. Fraser, R.N.**, Head Nurse.
Diploma (1947), Vancouver General Hospital, Vancouver, B.C.
- Helen W. Kreig, B.S.**, Director of Nursing.
Diploma (1934), Stanford School of Nursing; B.S. (1930), Oregon State.
- Virginia L. Taylor, R.N.**, Head Nurse.
Diploma (1951), Mercy Hospital, Watertown, New York.

Veterans Administration Hospital

- Marguerite Ingle, B.S.**, Associate Chief Nursing Service for Education.
Diploma (1942), Christ's Hospital School of Nursing, Topeka, Kansas; B.S. (1951), Oregon.
- Waby M. Nagler, B.A.**, Chief Nursing Service.
B.A. (1941), Milton College; Diploma (1946), Milwaukee County Hospital.

Lecturers, Medical School Faculty

- Ralph C. Benson, M.D.**, Professor of Obstetrics and Gynecology; Chairman of Department (1956).
B.A. (1932), Lehigh; M.D. (1936), Johns Hopkins.
- Rose Mary Bocek, Ph.D.**, Assistant Professor of Biochemistry (Primate Center) (1957).
B.S. (1946), Marylhurst; M.S. (1954), Ph.D. (1964), Oregon.
- John M. Brookhart, Ph.D.**, Professor of Physiology; Chairman of Department
B.S. (1935), M.S. (1936), Ph.D. (1939), Michigan.
- Robert E. Brummett, Ph.D.**, Assistant Professor of Otolaryngology and Pharmacology (1964).
B.S. (1959), M.S. (1960), Oregon State; Ph.D. (1964), Oregon.
- Warman A. David, M.D.**, Professor of Pharmacology; Chairman of Department (1937).
A.B. (1925), M.D. (1933), California.
- David D. DeWeese, M.D.**, Professor of Otolaryngology; Chairman of Department (1944).
A.B. (1934), M.D. (1938), Michigan.
- Kaye E. Fox, Ph.D.**, Assistant Professor of Pharmacology (1964).
B.S. (1954), Michigan; Ph.D. (1964), Stanford.
- Arthur W. Frisch, M.D., Ph.D.**, Professor of Microbiology; Chairman of Department (1946).
B.A. (1931), M.A. (1933), Ph.D. (1937), Wisconsin.
- John D. Gabourel, Ph.D.**, Associate Professor of Pharmacology (1964).
B.S. (1950), California; M.S. (1951), San Francisco; Ph.D. (1957), Richester.
- Barbara Gaines, M.N.**, Research Associate (1967).
Diploma (1961), Chicago Wesley Memorial Hospital; B.A. (1961), MacMurray; M.N. (1963), Washington.
- Richard L. Grant, M.D.**, Assistant Professor of Psychiatry (1966).
B.A. (1955), DePauw; M.D. (1959), M.A. (1961), Chicago.
- 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. (1933), M.S., M.D. (1956), Oregon; Ph.D. (1961), California Institute of Technology.
- Leave of Absence 1969-70.*

- 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.
- Howard P. Lewis, M.D.**, Dr. Lawrence Selling Professor of Medicine; Chairman of Department (1932).
B.S. (1924), Oregon State; M.D. (1930), 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.
- Ernest A. Meyer, ScD.**, Associate Professor of Microbiology (1958).
A.B. (1949), California; M.S. (1953), Purdue; ScD. (1958), Johns Hopkins.
- Richard W. Olmsted, M.D.**, Professor of Pediatrics; Chairman of Department (1962).
B.A. (1941), Dartmouth; M.D. (1944), Harvard.
- 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.
- Anthony A. Pearson, Ph.D.**, Professor of Anatomy; Chairman of Department (1946).
B.S. (1928), Furman; M.A. (1930), Ph.D. (1933), Michigan.
- David S. Phillips, Ph.D.**, Associate Professor of Medical Psychology (1963).
A.B. (1958), Wabash; M.S. (1960), Ph.D. (1962), Purdue.
- Arlen Quan, M.D.**, Assistant Professor of Psychiatry (1964).
B.A. (1955), Reed; M.D. (1957), Oregon.
- John Clarence Roth, M.D.**, Professor of Anesthesiology and Associate Professor of Pharmacology (1957).
A.B. (1947), Willamette; M.D. (1957), Oregon.
- George Saslow, M.D., Ph.D.**, Professor of Psychiatry; Chairman of Department (1957).
ScB. (1926), Ph.D. (1913), New York University; M.D. (1940), Harvard.
- James T. Speros, M.D.**, Professor of Medicine (1940).
B.A. (1931), M.D. (1934), Oregon; M.P.H. (1941), Johns Hopkins.
- Agnar A. Straumfjord, M.D.**, Associate Professor of Psychiatry (1966).
B.A. (1950), Willamette; M.S., M.D. (1955), Oregon.
- 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.**, Professor of Medicine; Head of Division of Neurology (1953).
B.S. (1930), University of Washington; Ph.D. (1935), M.D. (1936), Northwestern.
- Joseph B. Trainer, M.D.**, Associate Professor of Physiology and Medicine; Director Student Health Service (1949).
B.S. (1939), M.S. (1941), University of Washington; M.D. (1946), Oregon.
- Sefton Robert Wellings, M.D., Ph.D.**, Professor of Pathology; Chairman of Department (1961).
B.S. (1951), M.D. (1953), University of Washington; Ph.D. (1961), California.

Residence Supervisors

- Wileen Hawson, Residence Director.
Martha Grady, Housemother.
Helen Jasprika, Housemother.
Helen Johnson, Housemother.
Virginia Nelson, Housemother.
Frances Rodgers, Housemother.

6

ENROLLMENT AND DEGREES



Degrees Conferred June 1968

Master of Science

Adrienne M. Healy Caine
Carl D. Clarenbach
Gwen Marie Eppler
Jeanette Johnson Hamby
Mary Sue King Kirk

Alida E. Kneisel
Olivia Ellen Boswell Lehmer
Leah Cormier Newman
Joan Carley Oliver
Jeanne Pierson Zook

Bachelor of Science

Teresa Arden
Elizabeth Clark Baldwin
D. Lillian Barnett
Mary Louise Beckwith
Judith Patricia Beecroft
Joanna Carol Bennett
Janice Susan Berg
Linda Louise Bergstrom
Beatrice Jeanine Berry
Susan Priscilla Berry
Linda Kay Birenbaum
Elizabeth Anne Bothwell
Dorothy Lynn Bryan
Bonita Gayle Buechle
Frances Flora Cappa
Susan Arlene Chaperon
Sharon Rae Eichler Clark
Dorothy Marie Detering
Susan Jean Auburn Dieterich
Sandra Jean Done
Elizabeth Ann Doolin
Susan Helen Epp
Cynthia Ann Suehs Evans
Marilyn Jean Farr
Linda Marie Franzen
Susan Mae Gibbs
Janice Marie Glendinning
Judith Ellen Good
Hazel Leona Hale
Janice Elaine Harding
Susan Kay Harris
Barbara Kay Hay
Susan Jean Hayes
Leslie Ann Hazen
Mary Ann Oates Hedlund
Kristi K. Helenius
Barbara Mary Helzer
Edith Eckerman Herb
Frances Hilpertshauer

Sandra Lee Hillyer
Maryanne Eggleston Holman
Sharon Marie Hoocy
Susan Jane Hubbs
Patricia Gayle Hughes
Donna Pauline Mattson Hutchins
Phyllis Miller Jacobson
Sharon Lea Johnson
Margaret May Joyce
Miriam Anne Wieseeman Kelly
Edith M. Kevan
Rosemary Jane Porter Klep
Charlotte J. Kocher
Nancy Ann Kosterman
Patricia Diane Kotzian
Maryanne Rose Kurtz
Robin Caroline Kurtz
Jacqueline Mary Lind
Barbara Helen Linde
Edna Mae Ellerson Linke
Kathleen Lorence
Margaret Kay Lutz
Wilma Manual
Kay Oliver Martin
Judy Jun Mashita
Sharon Louise Massie
Linda Matthies
Patricia Mary McCallig
Gloria Ann Brown McClendon
Marilyn Lou McLaughlin
Susan Elizabeth Freed Meredith
Genevieve V. Metzger
Patricia Lorraine Wilhelm Miller
Carolyn Joan Miller
Marda Glee Miller
Margaret Lee Mitchell
Virginia Lois Morgan
Rosalie R. Nehr
Gayle Yvonne Offenbacher

Marilyn Gillmore Olson
Adelle Ottum
Anne Painter
Diane Paynter
Dorthea Pennington
Margaret Elaine Wood Phelps
Beatriz Pineda
Nola Poe
Kay Puderbaugh
Sue Randall
Charlotte Rose Krupa Reiley
Susanne Feightner Rice
Louise Ries
Joyce Sandstrom
Diane Simon
Ann Stessler
Ann Smith

Nancy Carol Miller Spinelli
Adelle Coriene Huebner Suiter
Judy Alice Taylor Temple
Donna Raye Thomsen
Elizabeth Anne Upjohn
Jean Ellen Vermilya
Linda Lee Versteeg
Daniel Richard Warmack
Florence Lucille Young Washburn
Kathryn Amelia White
Barbara Ann Whitford
Pamela Jane Preece Wilcox
William Victor Wilson
Nancy Carol Wolfer
Gail Baron Womack
Mary Franklyn Wood
Ann Marie Zimmerman

Summary of Enrollment, 1967-68

Bachelor of Science :	
Basic	301
Registered nurse students	54
Bachelor of Science in Nursing Education	29
Total, including part-time students	0
	<hr/>
	384

**University of Oregon
Medical School**

210 S.W. Sam Jackson Park
Road
Portland, Oregon 97201
Area Code: 503 TEL: 226-9181

- 1 Library and Auditorium
- 2 Medical Science building
- 3 Medical Research building
- 4 Laboratory and Administration building
- 5 Outpatient Clinic
- 6 Outpatient Clinic
- 7 Maternity Hospital
- 8 Emma Jones Hall (women's residence)
- 9 Katherin Hall (women's residence, laundry, main-tenance and hearing plant)
- 10 Women's Residence
- 11 University of Oregon Dental School
- 12 University of Oregon Medical School Hospital and Lovenshuter Memorial Laboratory (Children)
- 13 Student Health Building (shop, warehouse) and general services unit (printing, personnel, planning, instructional aids)
- 14 Physical Plant Building
- 15 Gaines Hall
- 16 Greenhouse
- 17 University State Tuberculosis Hospital
- 18 Crippled Children's Division
- 19 Portland Center for Hearing and Speech
- 20 Portland Fire Station No. 2

