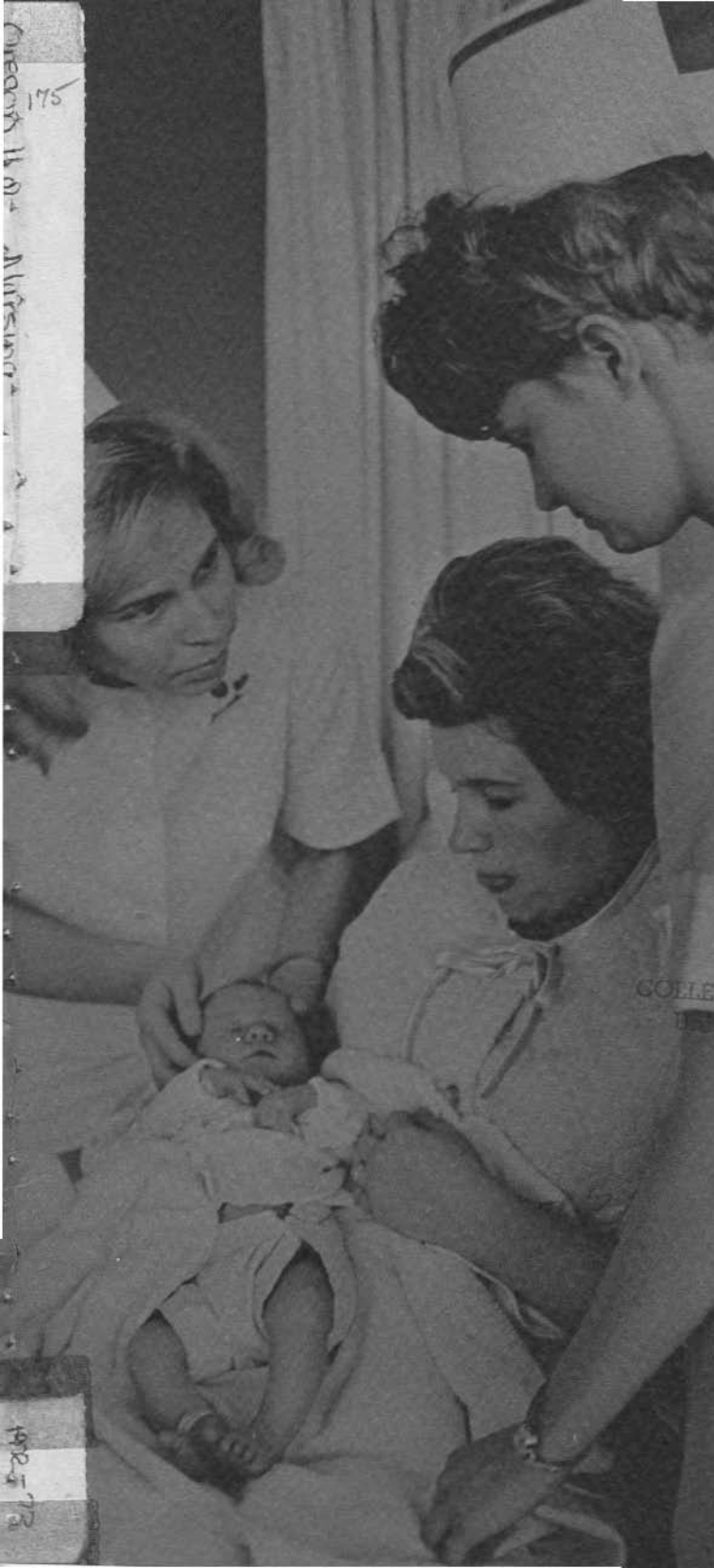




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Bulletin

UNIVERSITY
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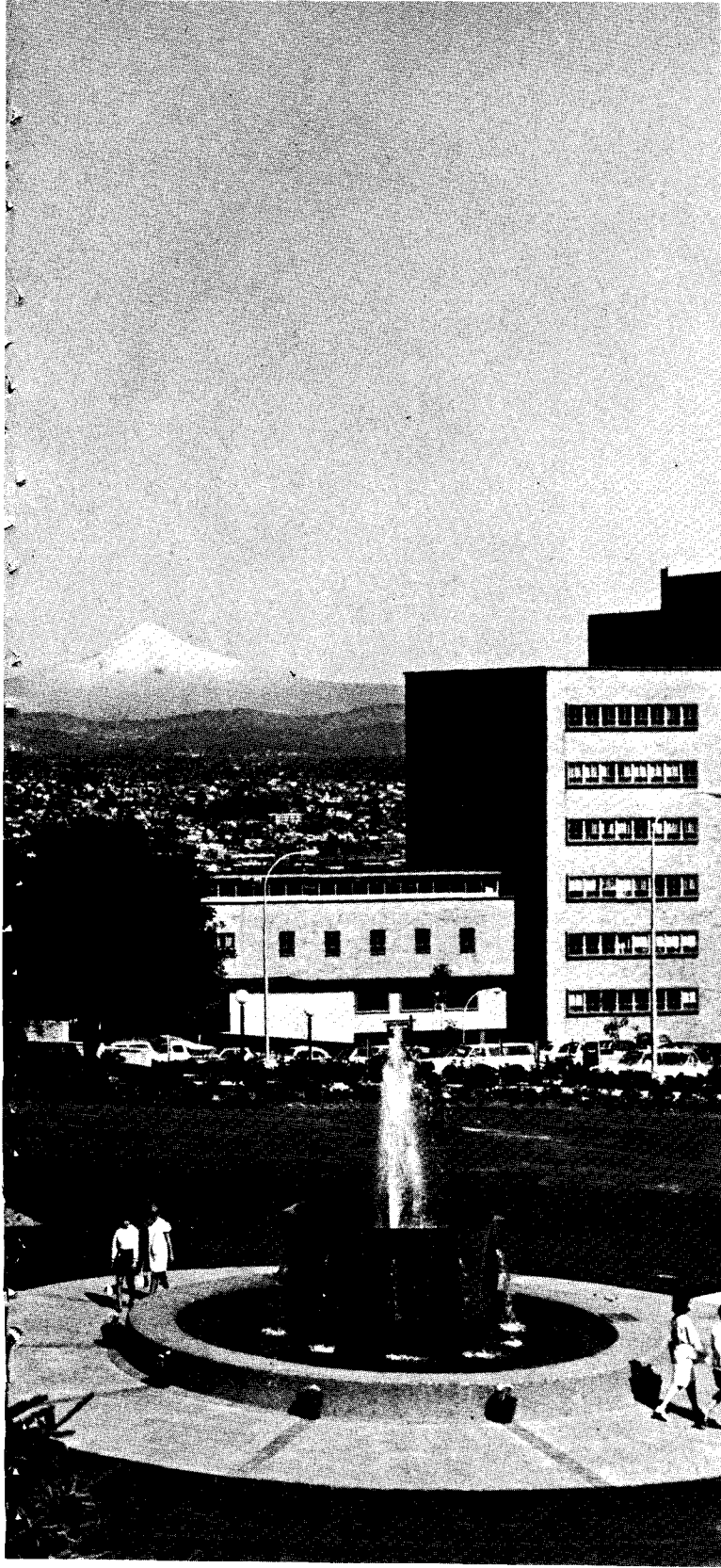
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UNIVERSITY OF OREGON BULLETIN

NUMBER 175

MAY, 1972

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CATALOG

University of
Oregon
SCHOOL OF
NURSING

3181 S.W. Sam
Jackson Park Road
Portland 97201

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An Overview

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

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

The institutions of the State System of Higher Education are Oregon State University at Corvallis, the University of Oregon at Eugene, Portland State University at Portland, Oregon College of Education at Monmouth, Southern Oregon College at Ashland, Eastern Oregon 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.

State Board of Higher Education

Board member are appointed to four-year terms by the Governor of Oregon with confirmation by the State Senate. Terms expire in March.

MEMBERS OF THE BOARD

	Term Expires
George H. Corey, Pendleton	1975
Robert D. Holmes, Portland	1977
Elizabeth H. (Mrs. Samuel S.) Johnson, Redmond	1974
Philip A. Joss, Portland	1976
George Layman, Newberg	1976
John D. Mosser, Beaverton	1976
John W. Snider, Medford	1975
Loran L. Stewart, Eugene	1977
Edward G. Westerdahl, II, Portland	1973

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George H. Layman	President
John W. Snider	Vice President

Roy E. Lieuallen	Chancellor
Richard L. Collins	Secretary of Board

Office of State Board of Higher Education
Post Office Box 3175
Eugene, Oregon 97403

Oregon State System of Higher Education Officers

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Vice Chancellor for Facilities Planning

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Assistant Chancellor, Director of Public Services

Richard L. Collins, M.A., C.P.A.

Secretary, Board of Higher Education

Keith Jackson, M.S.

Budget Director

FORMER CHANCELLORS

OREGON STATE SYSTEM OF HIGHER EDUCATION

William J. Kerr, D.Sc., LL.D.

1932-1935

Frederick M. Hunter, Ed.D., LL.D.

1935-1946

Paul C. Packer, Ph.D., LL.D.

1946-1950

Charles D. Byrne, Ed.D.

1950-1955

John R. Richards, Ph.D.

1955-1961

Education with a Purpose

Because of the remarkable and outstanding achievement made in the prevention and control of organic disease and mental health, the 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 Dean

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 if society's expectations for nursing services are to be 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 a clinical practitioner in hospital nursing services. Finally, the baccalaureate program is the basis for admission to a master's degree program which prepares nurses to become teachers, supervisors, administrators, consultants or clinical associates in nursing specialty areas.

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 students the opportunity to develop their greatest potential.

—Jean E. Boyle, Dean

1972-73 CALENDAR

Fall Term, 1972

September 25, *Monday* Registration and orientation ;
classes begin
October 2, *Monday* Last day to register for credit
or to change courses
October 23, *Monday* Veteran's Day Holiday
November 23-26, *Thursday-Sunday* Thanksgiving Holiday
December 15, *Friday* Fall term ends

Winter Term, 1973

January 3, *Wednesday* Registration and orientation ;
classes begin
January 10, *Wednesday* Last day to register for credit
or to change courses
February 5, *Monday* Lincoln's Birthday Holiday
February 19, *Monday* Washington's Birthday Holiday
March 16, *Friday* Winter term ends

Spring Term, 1973

March 26, *Monday* Registration and orientation ;
classes begin
April 2, *Monday* Last day to register for credit
or to change courses
May 28, *Monday* Memorial Day Holiday
June 8, *Friday* Commencement, Spring term ends

Summer Term, 1973

June 18, *Monday* Registration and orientation
June 19, *Tuesday* Classes begin
June 25, *Monday* Last day to register for credit
or to change courses
July 4, *Wednesday* Independence Day Holiday
August 10, *Friday* Eight-week session ends
August 31, *Friday* Eleven-week session ends

Fall Term, 1973

September 24, *Monday* Registration and orientation ;
classes begin
October 1, *Monday* Last day to register for credit
October 22, *Monday* Veteran's Day Holiday
November 22-25, *Thursday-Sunday* Thanksgiving Holiday
December 14, *Friday* Fall term ends

1

GENERAL INFORMATION FOR STUDENTS



GENERAL INFORMATION

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 offers two graduate programs. One is 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. The other, a degree leading to a Master of Nursing, authorized in the fall 1971, provides the clinical nursing specialization in a particular area of study.

History

The University of Oregon introduced professional courses in nursing for the first time in the summer session of 1919. The courses were offered in Portland in cooperation with the Northwest Division of the American Red Cross Home Service Department, the Portland Visiting Nurse Association, the Welfare Bureau, and the Oregon Tuberculosis Association.

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

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

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

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

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

The Department of Nursing Education became the University of Oregon School of Nursing by action of the State Board of Higher Education in January 1960. In the fall term of 1960 the baccalaureate degree program was reorganized placing the total program on an academic-year basis and reducing its length to four academic years and one summer term.

In the same year the baccalaureate program for registered nurses with a major in nursing, including 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 baccalaureate program.

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

Since 1955 there has been a program leading to Master of Science in Nursing Education. In the fall of 1971, the School was authorized to offer a Master of Nursing degree. The National League for Nursing Department of Baccalaureate and Higher Degree programs has granted Reasonable Assurance of Accreditation.

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.

Philosophy and Objectives

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

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

The School accepts the guidelines that :

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

GENERAL INFORMATION

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

THE BACHELOR OF SCIENCE PROGRAM

The curriculum leading to the Bachelor of Science degree is designed for two 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. An 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.

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

- (1) Assess, plan, implement, and evaluate action based on principles from an accumulated body of knowledge for the promotion and maintenance of health.
- (2) Define the scope and limitations of their knowledge and practice in the nursing roles of direct practitioner, teacher, leader, collaborator and continuing learner.
- (3) Establish and maintain working relationships with individuals and groups involved in health care.
- (4) Apply leadership skills in a variety of settings.
- (5) Demonstrate knowledge of the elements of the research process.
- (6) Demonstrate knowledge of the various forces affecting the health needs of society.
- (7) Use their educational base for further personal growth, professional development, and graduate study.

GRADUATE STUDY

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

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

Master of Science in Nursing Education. The program leading to this degree is designed to provide advanced professional preparation. Currently the program is concentrated on clinical areas within medical and surgical nursing with the functional area of teaching.

Master of Nursing. The program places the focus of the learner on clinical nursing as the major. Authorization for this degree was received fall 1971. The National League for Nursing Accrediting Services has reviewed the program; the Board of Review of Baccalaureate and Higher Degree Programs granted Reasonable Assurance of Accreditation.

Philosophy of Graduate Education in the School of Nursing. The philosophy of the University of Oregon School of Nursing is consistent with the purposes of the University as a whole. The graduate program of the School of Nursing is designed to prepare nurses to provide leadership in nursing. Leadership is interpreted as referring not only to the designated leader but also to the one who leads by actions, creative thoughts and ideas, and who demonstrates this in practice.

Students who enter the graduate program will have successfully completed the requirements of an accredited baccalaureate program in nursing. Students are assisted in planning a program which will utilize their strengths and lead to the achievement of their personal and professional goals. The faculty believes that graduate education builds on the knowledge, skills, understandings, appreciations to which the student has been introduced in baccalaureate education: awareness of self, an inquiring approach, responsibility as a change agent, and independence of action.

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

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

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

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

GENERAL INFORMATION

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

Objectives of Graduate Program. Graduate students are expected to be self-directive and self-evaluative. The objectives of the program are to increase their ability to:

- (1) Synthesize and apply knowledge from the sciences to a specialized field of nursing;
- (2) Test the application of theories and concepts of the sciences to nursing;
- (3) Initiate, conduct and communicate the outcomes of research.

Instructional Facilities

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

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

The Library for the School of Nursing is a part of the Library of the University of Oregon Medical School. The library collection includes approximately 122,000 volumes of books and bound periodicals and a large number of unbound periodicals. Approximately 2,400 serial publications are received. Through the privileges of interlibrary loan and microfilm service, it is possible to procure, within a few days, material not in this collection.

Classrooms and well-equipped laboratories are housed in Mackenzie Hall, the Administration building, and the Clinical Laboratories building. Classrooms are also available in the various hospitals and health agencies which provide clinical nursing experiences.

The on-campus clinical facilities include:

- (1) The University of Oregon Medical School Hospital of 377 beds, including Doernbecher Memorial Hospital for Children with 113 beds.
- (2) Multnomah Hospital, a 334-bed hospital with medical, surgical, obstetrical, psychiatric crisis, and emergency units.
- (3) The Outpatient Clinic, which has more than 160,000 patient visits each year.
- (4) The Crippled Children's Division with the university-affiliated Child Development and Rehabilitation Center, which provides state-wide services to children with crippling conditions.
- (5) University State Tuberculosis Hospital, a 70-bed tuberculosis hospital.

The off-campus clinical facilities include :

- (1) Clackamas, Marion, and Multnomah County Health Departments.
- (2) Visiting Nurse Association, Portland.
- (3) Dammasch Hospital, Wilsonville—460 beds.
- (4) Good Samaritan Hospital, Portland—500 beds.
- (5) Physicians and Surgeons Hospital, Portland—160 beds.
- (6) St. Vincent Hospital, Portland—400 beds.
- (7) Veterans Administration Hospital, Portland—563 beds.
- (8) Bess Kaiser Hospital, Portland—252 beds.
- (9) Selected physicians' offices and community health agencies.

Student Housing

An attractive, modern residence for women students, the Women's Residence Hall, 707 S.W. Campus Drive, is provided for women students enrolled in programs of the School of Nursing and Medical School. Women Students may reside in housing of their choice. Those under 21 years of age who select to live in off campus housing must file a parental permission form which is provided. Students are encouraged to consider the pleasant surroundings and proximity to classrooms and laboratories, hospitals and clinics, which is afforded by living in the Women's Residence Hall.

The Women's Residence Hall has no closing hours and students may come and go as they wish. However, for security purposes, there is evening and night housemother coverage.

Students planning to live in the women's residence should make room reservations with the residence director not later than June 1. The applications must be accompanied by a room deposit of \$25.00. If dormitory reservations are cancelled prior to July 1, 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; these are estimated at approximately \$3.00/day.

Most rooms are double occupancy. Charges are : \$155.00 for Summer term ; \$176.00 for Fall term ; \$150.00 for Winter term ; and \$139.00 for Spring term. Payment for rooms 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 \$6.00 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 \$185.00 for the sophomore year including summer term, \$100.00 the junior year, and \$100.00 for the senior year.

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INFORMATION

- (2) An NLN Achievement Test is required for some courses. Cost varies from \$1.00 to \$1.25.
- (3) Basic student uniforms and lab jackets cost approximately \$69.00. Students will be responsible for their own laundry.
- (4) Basic students who attend off-campus classes should allow approximately \$8.00 per term for transportation to other campuses and \$36.00 per term to outside hospital teaching units.
- (5) All students must have current driver's licenses and should plan to have access to a car, for they are responsible for their own transportation to extended campus assignments.
- (6) Registered nurse students are required to have current licenses to practice in a state or country.
- (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 Association.
- (9) Registered nurse students who are members of the Elnora Thomson Association pay a fee of \$1.00 per term.
- (10) For graduate students, costs of textbooks, supplies, typing and binding of the thesis or field study vary. The total is apt to approximate \$400 to \$500.

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

BACCALAUREATE PROGRAM

Tuition, per term	\$128.00
Health Service fee, per term	33.00
Incidental fee, per term	11.00
Building fee, per term	10.00
	\$182.00
For students who are not residents of Oregon, nonresident fee, per term (in addition to fees for resident students)	\$240.00

MASTER'S PROGRAM

Full-Time graduate Students (9 credit hours or more)	
Tuition, per term	\$210.00
Health Service fee, per term	33.00
Incidental fee, per term	11.00
Building fee, per term	10.00
Total Graduate Charge	\$264.00

Part-Time Graduate Students and Auditors

Tuition and laboratory fee for students taking 8 credit hours or less, per term hour (minimum \$46.50 plus building fee, which varies from \$5.00 to \$9.00 depending on number of term hours taken)	\$ 23.25
--	----------

NONRESIDENT FEES

Part-Time Undergraduate Students and Auditors

Tuition and laboratory fee for <i>resident</i> students taking 11 hours or less, per term hour (minimum \$21.50 plus building fee, which varies from \$5.00 to \$9.00 depending on number of term hours taken)	\$ 10.75
Tuition and laboratory fee for <i>nonresident</i> students taking 11 hours or less, per term hour (minimum \$62.00, plus building fee which varies from \$5.00 to \$9.00 depending on number of term hours taken	31.00

Special Fees and Penalties

Breakage deposit	\$ 2.00
Evaluation fee (not refundable)	10.00
Transcript fee	2.00
†Late registration fee, per day after initial charge of \$5.00 for first day late	1.00
Late payment of fees, per day	1.00
Change-of-course fee (dropping or adding a course)	1.00
Microscope rental fee	5.00
Graduation fee	4.00
Overtime fee (for undergraduates, each additional hour over 21 credit hours)	
Residents	10.50
Nonresidents	22.50

Special Examination Fee

Students pay a fee of \$5.00 per term hour for the privilege of taking an examination for advanced credit, or other special examinations per term hour	\$ 5.00
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Baccalaureate students are required to attend the summer term of the sophomore year and are, therefore, subject to the nonresident fee regulations.

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

All other students are required to pay the nonresident fee, with the following exceptions: (1) a student who holds a degree from an accredited college or university (however, a nonresident student with a bachelor's degree enrolled in a

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

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

Nonresident undergraduates registered for fewer than 12 credit hours or more than 21 credit hours shall pay for each such hour one-twelfth of the normal tuition charged to nonresident undergraduates, except that the minimum charge to a part-time nonresident undergraduate shall be two-twelfths of the normal tuition charge.

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

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

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

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

Scholarships and Loans

The School of Nursing awards the Emily Edson Scholarships and Hoyt Scholarships in amounts of \$200 to \$500 each per year. Only students enrolled currently may apply for scholarships awarded by the School of Nursing. Applications are accepted in January for awards 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. Recently the U.S. Public Health Service has made available to senior students a program of financial assistance which leads to a two-year appointment as a Commissioned Nurse Officer.

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 Alumni Association, service organizations, and gifts to the School of Nursing.

Oregon student loan funds on the same basis as students on the Eugene campus (for loan regulations, see the general University Catalog). Requests for emergency or regular loans may be directed to the School of Nursing or Director of Admissions 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 Mothers' Club Loan Fund (available only to baccalaureate students).

The Student Nurse Loan Fund, established on December 28, 1964, through the provision of the Federal Nurse Training Act 1964 was revised 1969. Students enrolled in the baccalaureate program, both basic and registered nurses, are eligible to participate. The loans are interest free while the borrow is a full-time nursing student and for twelve months after termination of a 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 and subsistence.

Funds Administered by University of Oregon Medical School Advancement Fund

LOANS

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

Sam Jackson Art Society Medical Center Student Loan. This fund, established in 1972 by those interested in art at the Medical School (known as the Sam Jackson Crafty Art and Buffalo Grass Society), provides loans to students enrolled in the Medical School, the School of Nursing, or in other programs leading to a degree or certificate offered by the University of Oregon Medical School. Loans are limited to a maximum of \$500 per student per year and to the extent that funds are available.

Brenda Hall Van Dyke Memorial Loan Fund. The family and friends of Mrs. Brenda Hall VanDyke established this loan fund in 1971 to assist senior students seeking the Bachelor of Science in Nursing Degree. Loans are limited to \$500 per year and to the extent that funds are available.

General Nursing Loan. This general student loan fund established by an anonymous donor presently has \$400 available for nursing students.

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

SCHOLARSHIP

Associated Students University of Oregon School of Nursing Scholarship. This fund was established in 1972 by the Associated Students of the University of Oregon School of Nursing to assist those who are seeking the Bachelor of

GENERAL INFORMATION

Science in Nursing Degree. The award shall be by scholarship grant of not less than \$200 to the extent that funds are available.

For general comprehensive information on scholarships and loans, basic students are advised to enclose 15¢ and request the brochure, "Scholarships and Loans—Beginning Education in Nursing" from: National League for Nursing, 10 Columbus Circle, New York, New York 10019. Registered nurse students follow the same procedure but request the brochure "Scholarships, Fellowships, Educational Grants, and Loans for Registered Nurses."

Student Activities

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

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

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

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

Health Program

A Health Service provides preventive as well as therapeutic services. Before admission to the School of Nursing, an 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 Portland State University and the School of Nursing may choose either of the health services 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 an election be made. Supplementary student health insurance is available.

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

Alumni Association

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

By action of its Board, due to financial limitations, the Association has placed itself on an inactive status for the year 1972-73. Efforts are being made through the Office of Development to secure financial assistance to re-activate the Association.

Course Numbering System

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

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

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

Grading System

The grading system consists of three passing grades, *A*, *B*, and *C*; no pass, *N*; incomplete, *I*; withdrawn, *W*; audit, *X*. *A* denotes exceptional accomplishment; *B*, superior; *C*, satisfactory. When the quality of the work is satisfactory, but some minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor, a report of *I* may be made and additional time granted. If an *I* is not removed within a year, it automatically becomes an *N*; exceptions to the time limitation may be made for baccalaureate students, if these are problems in the scheduling of clinical laboratory experience. A student may withdraw from a course only with the approval of the school. A student who discontinues attendance without official withdrawal receives a grade of *N* in the course.

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

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

GENERAL INFORMATION

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 \$1.00 change of course fee.

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

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

Leave of Absence. Students who must interrupt their professional program for personal reasons may be permitted to take a leave of absence with approval of the School of Nursing. When students request a leave of absence, they should indicate the anticipated term and year they expect to resume their studies and direct correspondence to the School of Nursing office.

Withdrawal. A matriculated student, who for personal reasons does not register for a term (Summer term excluded), is required to submit an application for re-admission. Re-admission is subject to review by the Admissions Committee. Date of re-admission is determined by availability of clinical resources.

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

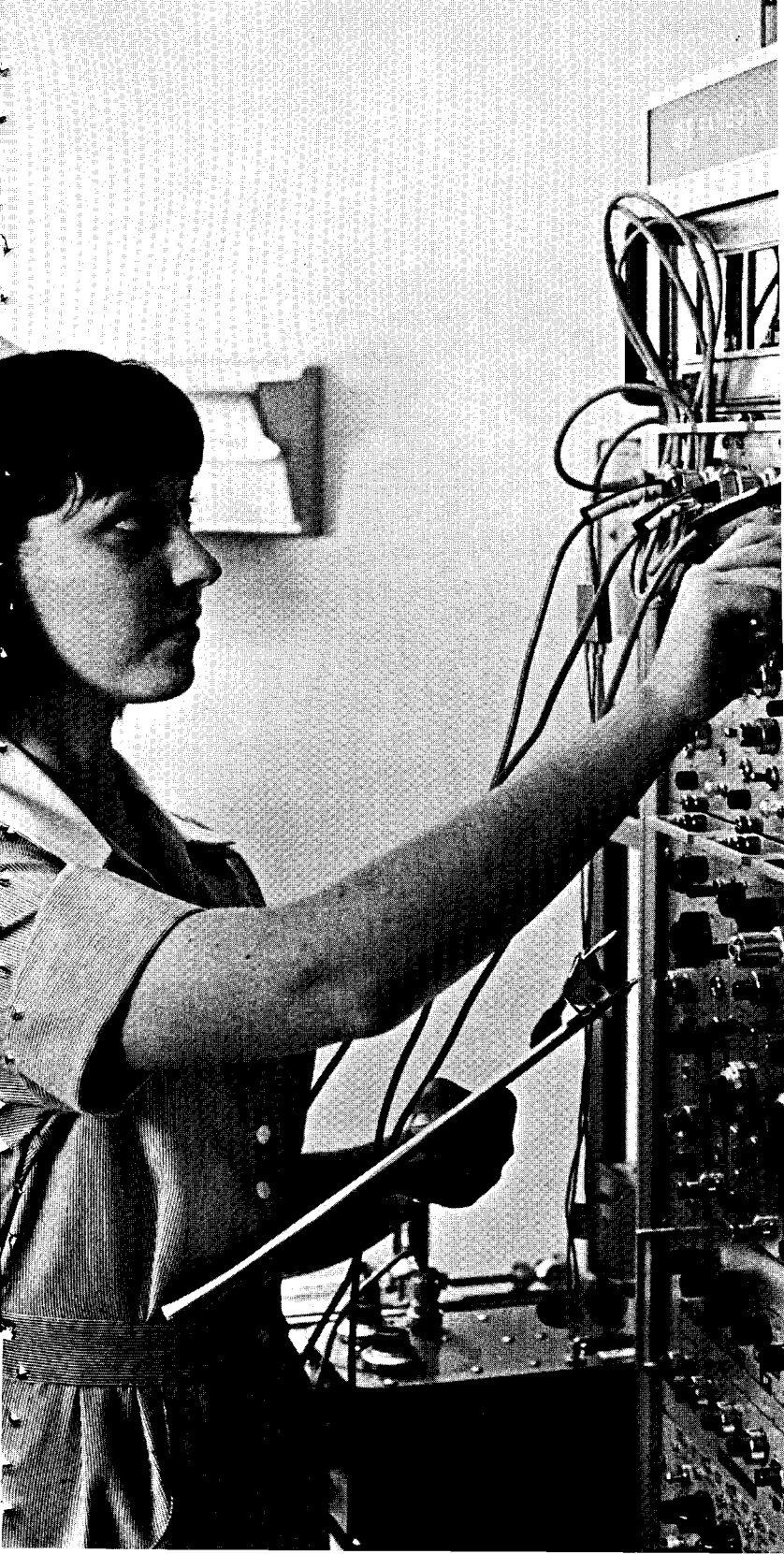
Scholarship Regulations

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

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

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ADMISSION
AND DEGREES



ADMISSION AND DEGREES

Admission

To be admitted to the School of Nursing, a student must: file an application for admission and have a personal interview whenever possible. Applications are available after January 1 and must be completed and on file in the Registrar's Office prior to April 1.

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 and be currently licensed to practice. 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. Placement in and modification of program plan to complete the baccalaureate degree requirements is contingent upon the credits that they are permitted to transfer.

A qualified student in good standing at an accredited institution may apply for admission with advanced standing. This only applies to students wishing to transfer from another baccalaureate school of nursing. 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. Prospective nursing students who fail to maintain a 2.25 GPA during their pre-nursing program will not be eligible for admission to the School of Nursing. Scholastic achievement is only one of the criteria for admission; therefore, attainment of a minimum 2.25 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.

For information regarding admission for graduate study, see page 31.

Degrees

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

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

- (1) English Composition: 6 term hours.

(2) Group requirements in liberal arts, distributed as follows:

- Group I: Arts and Letters—3 courses of at least 3 term hours each: General Arts and Letters; Art: Art History 201, 202, 203, 204, 205, 206, 207, 208, 209; Classics, and Chinese and Japanese; English; German and Russian; Music: Music 201, 202, 203, 204, 205, 206; Philosophy, except courses listed under Social Science; Romance Languages; Speech.
- Group II. Social Science—3 courses of at least 3 term hours each; General Social Science; Anthropology; Economics; Geography; History; Philosophy, except courses listed under Arts and Letters; Political Science; Psychology, except courses listed under Science; Religion; Sociology.
- Group III. Science—3 courses of at least 3 term hours each. General Science; Biology; Chemistry; Computer Science; Geology; Mathematics; Physics; Psychology, except courses listed under Social Science.
- Group IV. An option—3 courses of at least 3 term hours each to be selected in any combination from the above 3 groups.

Each of the groups must total at least 9 term hours; the group in science must include laboratory or total 12 term hours.

- (3) A minimum of 36 term hours in social science or science.
- (4) Residence credit: a minimum of 45 term hours of the last 60 presented for the degree in residence on the 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) Physical Education: 3 terms in activity courses unless excused.*
- (8) Grade-point average covering all work offered for the degree: Minimum 2.00.
- (9) Grade-point average covering all work offered on campus: Minimum 2.00.

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

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

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

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

Requirements for Master's Degree. See requirements listed on page 31.

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

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PROGRAMS
OF STUDY



Bachelor of Science

Program for Students With No Previous Preparation in Nursing

The freshman year study may be taken at any accredited university or college. Some courses numbered 100-200 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:

Freshman Year

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

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

Sophomore Year

(University of Oregon School of Nursing)

	Term Hours			
	Summer	Fall	Winter	Spring
Psycho-Social Dynamics in Nursing (Nur 315)	2	..	..	..
Microbiology (Mb 211)	3	..	..	..
Organic and Biochemistry (Ch 211)	3	..	..	..
General Psychology (Psy 201, 202)	6	..	..	..
Anatomy and Physiology (An-Ph 211)	..	4	..	..
Social Science (Required 204 or 205)	..	3	..	..
Fundamentals of Medical and Surgical Nursing (Nur 211)	..	3	..	..
Clinical Experience in Medical and Surgical Nursing (Nur 212)	..	3	..	..

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

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

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

BACHELOR'S DEGREE

	Term Hours			
	Summer	Fall	Winter	Spring
Backgrounds for Nursing (Nur 111) (or elective)....	..	3	..	..
Anatomy and Physiology (An-Ph 212)	..	..	4	..
Anthropology (101, 102, or 103)	..	..	3	..
Medical and Surgical Nursing (Nur 311)	..	..	5	..
Clinical Experience in Medical Surgical				
Nursing (Nur 312)	..	..	5	..
Pharmacology (Phc 211)	..	..	..	3
Medical and Surgical Nursing (Nur 313)	..	..	..	5
*Clinical Experience in Medical and Surgical				
Nursing (Nur 314)	..	..	..	2-5
Human Development (Psy 311)	..	..	..	3
	14	16	17	13-16

Junior Year

Principles of Epidemiology and Research (Nur 333) ..	..	..	4	..
Medical and Surgical Nursing (Nur 411)	..	3	..	..
*Clinical Experience in Medical and Surgical				
Nursing (Nur 412)	4	2-5	..	..
Obstetrical Nursing (Nur 321)	..	..	5	..
*Clinical Experience in Obstetrical Nursing				
(Nur 322)	..	..	2-5	..
Pediatric Nursing (Nur 329)	..	..	..	5
*Clinical Experience in Pediatric Nursing				
(Nur 330)	..	..	..	2-5
English Composition (Wr 323)	..	3	..	..
†Electives	..	3-6	3	3-7
	..	11-17	14-17	10-17

Senior Year

Psychiatric Nursing (Nur 327)	..	5	..	..
Clinical Experience in Psychiatric Nursing				
(Nur 328)	..	6	..	..
Patterns of Organization for Nursing				
Leadership (Nur 415)	..	..	3	..
Advanced Clinical Experience in				
Nursing (Nur 416)	..	..	8	..
Perspectives in Nursing (Nur 417)	..	..	2	..
Leadership Responsibilities in Nursing (Nur 419)	..	..	2	..
Community Health Nursing (Nur 483)	..	..	..	3
Clinical Experience in Community Health				
Nursing (Nur 484)	..	..	..	8
Seminar : Family Counseling (Coun 407) or				
Seminar : The Family and the Community				
(Nur 407)	..	..	..	3
Electives	..	3-6	..	..
	*	14-17	15	14

Total credit hours 186-211

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

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

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 nursing credit 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 challenge examination. 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.

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 students to assess their previous educational foundation as the basis for planning their 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.

Curriculum :

Students meet the same curriculum requirements as shown on page 28. Dependent 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 they are 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 nursing 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 100-299 may be offered at any accredited junior college for college transfer credit.

Second Year

Students are admitted to the School of Nursing the summer term following completion of the prenursing program.

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

Nurses passing the challenge 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 challenge 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 29. For the registered nurse student, Nur 322 Clinical Experience in Obstetrical Nursing, Nur 330 Clinical Experience in Pediatric Nursing, and Nur 412 Clinical Experience in Medical and Surgical Nursing are offered for 2-5 credit 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 is available to prepare the registered nurse holding a baccalaureate or higher degree in nursing for public health nursing. The student is classified as post-baccalaureate or non-degree. The program is planned on the individual's academic background and involves Nur 333 Principles of Epidemiology and Research, Nur 483 Community Health Nursing, Nur 485 Clinical Experience in Community Health Nursing and Coun 407 Seminar: Family Counseling or Nur 407 Seminar: The Family and the Community.

Master of Science in Nursing Education and Master of Nursing

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. The major includes advanced clinical preparation in Medical and Surgical Nursing and the functional area of Teaching.

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, experiences, interests, and professional work. See pages 11 and 12, Philosophy and Objectives.

Admission. Students desiring to make application for the graduate program should request an application for admission from the School of Nursing, 3181 S. W. Sam Jackson Park Road, Portland, Oregon 97201. A personal interview is desirable prior to admission and may be arranged by appointment with the School of Nursing. The Graduate Record Examination is required. Early application is encouraged. Applications must be filed with the Director of Admissions in accordance with the following schedule:

Fall Term—August 15

Spring Term—February 15

Winter Term—November 15

Summer Term—May 15

PROGRAMS OF STUDY

Admission for Postbaccalaureate Studies or Non-degree Status. Graduation from an accredited school of nursing with a baccalaureate degree from an accredited institution of higher learning is required. Such admission carries no commitment that any credit earned may later apply toward a graduate degree.

Admission for Study toward a Graduate Degree. Graduation from an accredited school of nursing with a baccalaureate degree showing an upper division nursing major including public health nursing is required. A cumulative undergraduate grade point of 2.50 is the minimum acceptable. All applications are reviewed by the Graduate Program Committee and the Graduate Council.

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

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

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

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

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

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

Off Campus Graduate Courses. Graduate students, with the consent of their advisers, may take courses for graduate credit at Portland State University. Graduate credit is not allowed for correspondence courses.

Transfer Credit. A maximum of 15 term hours earned in graduate courses at other accredited institutions may be counted toward the minor under the following conditions: (1) the courses must be relevant to the degree program as a whole; (2) the transfer must be approved by the School of Nursing and the Graduate Program 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. A student selects a thesis adviser during the second term. The thesis proposal is approved by a Reading Committee consisting of the adviser and two other faculty members appointed by the Graduate Committee of the School of Nursing. When the proposal has been approved and a plan of study has been filed, the student is considered admitted to candidacy for the degree.

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

Credit Requirements. The student must complete a program of study totaling not less than 45 term hours in courses approved for graduate credit, with a minimum of two-thirds of the program (30 term hours) in the major, and one-third (15 term hours) in the minor. 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 major in nursing, courses are selected from the following:

	<i>Term Hours</i>
Phy 420 Advanced Physiology for Nurses (G)	3
Nur 461 Methods of Clinical Instruction (G)	3
Nur 463 Organization of Schools of Nursing (G)	3
Nur 465 Administrative Nursing Services (G)	3
Nur 467 Problems of Supervision (G)	3
Nur 467 Problems of Supervision (G)	3
Nur 501 Research: Elementary Statistical Methods	3
Nur 501 Research: Design	3
Nur 501 Research: Field Study	3
Nur 503 Thesis	9
Nur 505 Reading and Conference	Arr.
Nur 507 Seminar: Rehabilitation	3
Nur 507 Seminar: Health and Illness Behavior	3
Nur 507 Seminar: Social Foundations of Nursing	3
Nur 507 Seminar: Theory and Techniques of Behavior Modification	3
Nur 507 Seminar: Cardiac Intensive Care Nursing, I	3
Nur 507 Seminar: Cardiac Intensive Care Nursing, II	3
Nur 507 Seminar: Somatopsychology	3
Nur 508 Workshop: Physiological Monitoring	Arr.
Nur 509 Guidance Programs in Schools of Nursing	3
Nur 511 Curriculum Materials in Nursing	3
Nur 513 Evaluation of Student Achievement	3
Nur 515 Curriculum in the School of Nursing	3
Nur 541 Gerontology for Nurses	3
Nur 543 Current Concepts of Nursing	3
Nur 546 Advanced Medical-Surgical Nursing	4
Nur 548 Field Work in Supervised Practice Teaching	3

Sample Program

<i>First Quarter (Summer)</i>	<i>Term Hours</i>	<i>Second Quarter (Fall)</i>	<i>Term Hours</i>
Phy 420 Adv. Physiology for Nurses (G)	3	Nur 501 Research: Elem. Statistical Methods	3
Nur 546 Adv. Med-Surg Nursing	4	Nur 546 Adv. Med-Surg Nursing	4
Elective—nursing or minor courses	3-6	Elective—nursing or minor courses	3-6
	10-13		10-13

PROGRAMS OF STUDY

<i>Third Quarter (Winter)</i>	<i>Term Hours</i>	<i>Fourth Quarter (Spring)</i>	<i>Term Spring</i>
Nur 501 Research : Design	3	Nur 501 Research : Field Study....	3
Nursing Electives	6	Nursing Elective	3-6
Minor	3	or	
—	12	Nur 503 Research : Thesis	9
		Nur 548 Practice Teaching	
		or Elective	3
			9-12

Total Credits : At least 45.

Language Requirement. There is no foreign language requirement.

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

Thesis or Field Study. The candidate presents a thesis or field study representing the results of research in an area of interest. General instructions on the preparation of the report may be obtained from the faculty adviser. It is written under the supervision of the thesis or field study adviser. The report must be accepted by the Examining Committee consisting of the adviser and two readers, the Dean 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 or field study is required of all candidates. The Examining Committee is appointed by the chairman of the Graduate Program Committee. The examination must be taken at least two weeks prior to the date of Commencement. Four bound copies of the report are filed; one is retained in the School of Nursing; two are filed in the Library and one is returned to the student.

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DESCRIPTION OF COURSES



Nursing Courses

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

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

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

Introduces scope and functions of the nurse, the nursing process with emphasis on assessment and therapeutic use of self. Includes study of the basic safety, physiological, sociological and psychological needs related to man's activities of daily living. Offered concurrently with Nur 212; An-Phy 211. Cate and staff.

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

Planned laboratory experiences to allow for self-paced study based upon students' needs and abilities. Utilizes principles of microbiology and biochemistry in the development of beginning skills essential for the nursing care of ill adults. Laboratory 9 hours per week, to be arranged. Offered concurrently with Nur 211. Ballard, Cate, Michaelson, Pesanti, Schantz, Simons, Sturman, Sullivan.

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

Principles of the nursing process with emphasis on assessment and intervention. Development of concepts and principles to understand states of wellness and illness, the dynamics of therapeutic nurse-patient relationship, the planning of nursing care. Prerequisite: Nur 211, 212, An-Phy 211. Offered concurrently with Nur 312; An-Phy 212. Ballard and staff.

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

Experiences in application of the principles of nursing selected adult patients, in non-acute situations, who show pathophysiological changes effecting nutrition, elimination, metabolism, and integuments. Offered concurrently with Nur 311. Ballard, Cate, Michaelson, Pesanti, Schantz, Schneider, Simons, Sturman, Sullivan.

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

Principles of pathophysiology, nursing, pharmacology, patient teaching and rehabilitation utilized for care of the non-acute or chronically ill adult. Progressive study of the principles of the nursing process including evaluation. Prerequisites: An-Phy 211, 212; Nur 311, 312. Offered concurrently with Nur 314. Schantz and staff.

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

Experience in the nursing care of selected adults with non-acute or chronic disease who have aberrancies of cellular growth, limitation of mobility, gaseous exchange process and transportation of materials to and from cells. Experience in administration of drugs and opportunity to observe effectiveness of drugs as therapeutic agents. Offered concurrently with Nur 313. Ballard, Cate, Michaelson, Pesanti, Schantz, Simons, Sturman, 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 Ryner-son.

Nur 317. **General Nursing.** 4 hours any term.

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 regis-

tered nurse students only. Offered concurrently with Nur 318. E. Schindler. Not offered 1972-73.

Nur 318. Clinical Experience in Outpatient Clinics. 4 hours any term.

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. Not offered 1972-73.

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

Study of nursing care for the developing family during childbearing and childrearing. Designed to identify knowledge, understanding and skills essential to provide nursing care to the maternity patient and newborn in the hospital, clinic and home; physical, psychological and social factors affecting the family; use of community resources to promote health of the developing family. Lectures, seminars, conferences, demonstrations, use of audio-visual materials. Myers, Duncan, Houston, Raynes.

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

Experience in nursing for the promotion of health among family members during the childbearing and childrearing phases. Care provided for selected patients during pregnancy, delivery, hospitalization, including the care of the newborn, is extended until the return of the mother and infant to the home. A variety of hospitals, clinics and community agencies are used. Myers and staff.

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

Current aims and problems of nursing.

Nur 327. Psychiatric Nursing. 5 hours any term.

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

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. Olsen and D. Schindler.

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. Lecture, discussion, and group presentations. Offered concurrently with Nur 330. Hege and Jones.

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 experiences; conferences and care studies. Laboratory, 15 hours per week. Jones and staff.

***Nur 311. 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. Staff. Not offered 1972-73.

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

DESCRIPTION OF COURSES

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

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

***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 1972-73.

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 407. The Family and the Community. 3 hours summer.

A study of the application of psychological and public health nursing principles to the family and community by analysis and utilization of multidisciplinary concepts. Johnson and staff.

Nur 408. Workshop. Any term, hours to be arranged.

Nur 411. Medical and Surgical Nursing. 3 hours fall, winter and spring.

Emphasizes the interrelationship of systems utilizing the nursing process; development of an understanding of principles related to the disease process upon the adult, his developmental tasks and his family; includes crisis intervention, the impact of chronic disease on the aging process; the nurse's responsibility in supporting disease prevention, maintenance of health, health teaching and rehabilitation. Offered concurrently with Nur 412. Cory and staff.

Nur 412. Clinical Experience in Medical and Surgical Nursing. 2-5 hours fall, winter and spring.

Application of knowledge of interrelationships of systems to complex nursing situations; care of adult patients in the acute and rehabilitative phases of cardiovascular, respiratory, renal and neurological imbalances. A family study project is required. Offered concurrently with Nur 411. Cory, Blake, O'Connor, Stone.

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

Principles of the processes pertinent to the nurses' changing responsibilities for leadership; their evolving role as the patient's advocate in episodic and distributive care in decision making; delegation of authority; team nursing; legal responsibilities; the change process in the delivery of health services; personnel supervision and evaluation. Offered concurrently with Nur 416, Nur 419. Wilder and staff.

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

Experience in application of leadership skills in one of a variety of settings: medical, surgical, obstetric and pediatric hospital units; community health and psychiatric nursing experiences. Emphasis is placed on the student's assuming some responsibility for supervision and guidance of staff personnel in administration of patient care as they study the role transition to nurse practitioner. Emphases are on the development of problem solving skills and

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

the use of the investigative study process analyzing clinical problems. Development of an investigative study required. Offered concurrently with Nur 415. Nur 419. Colling, Elhart, Wilder.

Nur 417. Perspectives in Nursing. 2 hours, any term.

The nature of professional responsibilities and privileges as applied to nursing: social organization, legal controls, and continuing opportunities in practice and education. For senior students only. Cochran.

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

Weekly conferences on problems and nursing situations that focus on application of pathophysiology concepts in carrying out the supervising the nursing process on complex patients. Emphasis is on problem-solving, identification of group process and leadership functions. Students develop conference agenda. Offered concurrently with Nur 415, Nur 416. Wilder and staff.

Nur 421. Advanced General Nursing. 4 hours spring.

Principles of biological and behavioral sciences related to care of patients with complex illnesses. An elective for students from all clinical areas. Focus is on the care of the adult and older patient. Staff. Not offered 1972-73.

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 1972-73.

***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 Rynerson. Not offered 1972-73.

Nur 451. Principles of Teaching. 3 hours, 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 spring.

Planning and selection of learning experiences for clinical nursing; instructional strategies including different methods and techniques; methods of evaluating learning achievement in relation to clinical objectives. Prerequisite: A course in Principles of Teaching. Elhart.

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

The philosophy and objectives of the modern school of nursing; organization patterns; support and control; professional accreditation and legal approval; faculty qualifications, organization, and responsibilities; student selection, guidance, and welfare; facilities for conducting a school. Boyle and Gregerson. Not offered 1972-73.

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

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

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

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

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

DESCRIPTION OF COURSES

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

The study of the contributions of nursing and its interrelatedness to health care services. Guided study assists students to identify the application of concepts from the fields of genetics, nutrition, gerontology, school and occupational health to comprehensive health planning in the community. Offered concurrently with Nur 484 and Coun 407. Prerequisite: Nur 333 and senior standing. 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 experiences in selected community health services. Laboratory, 24 hours per week. Curtis, Eisenbach, Johnson and Steyaert.

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. Johnson and staff. Not offered 1972-73.

Nur 501. **Research.** Fall, winter and spring, hours to be arranged.

Nur 501. **Research: Elementary Statistical Methods.** 3 hours fall.

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

Nur 501. **Research: Design.** 3 hours winter.

Basic knowledge and skills for conducting a research project. Topics covered include the factors associated with defining a research problem, the means of collecting data, the logic of the analysis and interpretation of the data and the reporting of the conclusions. Prerequisite: Nur 501 Statistics or its equivalent. Rawlinson.

Nur 501. **Research: Field Study.** 3 hours any term, hours to be arranged.

An investigative study in a clinical area of the student's choice. Staff.

Nur 503. **Thesis.** Any term, hours to be arranged. 9 hours maximum credit. Staff.

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

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

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

Physiological Monitoring. Not offered 1972-73.

Nur 507. **Seminar: Rehabilitation.** 3 hours spring.

Survey of the important factors in ultimate restoration and adjustment of the disabled person in terms of his physical, emotional, social and vocational capabilities. Rawlinson.

Nur 507. **Seminar: Health and Illness Behavior.** 3 hours spring.

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

Nur 507. **Seminar: Social Foundations of Nursing.** 3 hours spring.

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

Nur 507. **Seminar: Theory and Techniques of Behavior Modification.** 3 hours summer.

Experimentally based principles of learning and application to the conditioning of human behavior in the clinical setting. Broad areas of problem behavior, how such behavior is acquired, maintained and eliminated. Rawlinson.

Nur 507. **Seminar: Somatopsychology.** 3 hours spring.

The study of the interrelationships of physique and behavior. Factors affecting individuals with a physical disability or atypical physique together with factors present in the environment that either promotes or impedes adjustment of the coping process. Rawlinson.

Nur 507. **Seminar: Cardiac Intensive Care Nursing.** 3 hours summer and fall.

Part I—

Pathophysiological background for cardiac intensive care nursing, cardiovascular anatomy and physiology, basic electrophysiology, EKG interpretation and arrhythmias.

Part II—

Considers coronary artery disease, etiology, surgical treatment, and complications. O'Connor.

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

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. Not offered 1972-73.

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 541. **Gerontology for Nursing.** 3 hours spring.

Research findings which identify changes due to aging in their application to complex nursing problems encountered in the maintenance of health and restoration of maximum function of the aging. Staff.

Nur 543. **Current Concepts in Nursing.** 3 hours winter.

The purpose of this course is to present an overview of core elements of nursing. This includes theories of nursing, and theories of communication and leadership which are basic to the understanding and practice of nursing. Staff.

Nur 546. **Advanced Medical-Surgical Nursing.** 4 hours fall, winter, spring, summer.

This laboratory course offers an opportunity to develop greater understanding of an area of nursing through depth in nursing practice. The student selects an area of interest, plans and gives care to patients in all stages of illness—recovery and in all settings. E. Schindler.

Nur 548. **Field Work in Supervised Practice Teaching.** 3 hours winter and spring.

Supervised experience in teaching in the classroom and in clinical services. Prerequisite: 2 terms Nur 546. E. Schindler.

Science Courses

***An-Phy 211. Anatomy and Physiology.** 4 hours fall.

An introduction to anatomy from a functional viewpoint planned to provide the basis for understanding normal human structures and function. The course will cover the essentials for the gross and microscopic structural characteristics of the major organs and systems. Coordinated with this will be a treatment of the essential functional attributes of the various organs and systems. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisites: Chem 101, 102, 103, or 104, 105, 106; Ch 211 Organic and Biochemistry. Brookhart and J. Keyes.

***An-Phy 212. Anatomy and Physiology.** 4 hours winter.

The course will provide a more extended treatment of the functions of the major systems. Homeostatic control mechanisms and functional inter-relationships between interaction systems will be emphasized. Anatomical and functional changes in selected and illustrative disease states will be identified and discussed. Lectures, 3 hours; demonstrations and quizzes, 3 hours. Prerequisite: An-Phy 211. Brookhart and J. Keyes.

***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. 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 Boeck.

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

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

Phy 420. Advanced Physiology for Nurses. (G) Any term, hours to be arranged.

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

Psy 511, 512. Interviewing Techniques and Psychiatric Medicine. 2 hours each term.

Lectures, clinical demonstrations, and student discussions designed to help in 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. Saslow and Markel. (By consent of faculty adviser only.)

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

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

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

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

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

The basic findings of sociology concerning the individual, culture, group life, social institutions, and factors of social change. Soc 204, 205 are pre-requisites to Soc 206, or consent of instructor.

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

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

Psy 311. **Human Development.** 3 hours.

Development of the child as an individual and as a member of social groups. Included is a comparative study of different home and school environments as they influence the psychological growth of the child. Field projects supplement the class work. Prerequisite: Psy 201, 202.

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

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

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

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ADMINISTRA- TION AND FACULTY



General Administrative Officers

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

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

M. Robert 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. Clemons, Director of Facilities Planning.

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

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

Dallas G. Finnell, B.S., Director, Development.

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.

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

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

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

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

William H. Prentice, Director, Program Planning.

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

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

Agnar A. Straumfjord, M.D., Health Service Physician.

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

*School of Nursing Faculty**

Naomi Ballard, M.A., Assistant Professor of 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.S. (1930), Battle Creek; Diploma (1937), Kansas City General Hospital, Kansas City, Mo.; M.S. (1965), Oregon.

Jean E. Boyle, M.N., Professor of Nursing; Dean (1958).

B.S.N. (1936), M.N. (1941), University of Washington.

Julia S. Brown, Ph.D., Associate Professor of Sociology and Adjunct Associate Professor of Sociology, Portland State University (1972).

B.A. (1936), Radcliffe College, Cambridge, Mass.; M.A. (1938), University of Wisconsin, Madison; Ph.D. (1942), Yale University, New Haven, Conn.

Marcella Cate, M.S., Assistant Professor of Medical and Surgical Nursing (1966).

Diploma (1941), Fergus Falls Hospital, Fergus Falls, Minn.; B.S. (1964), M.S. (1967), Oregon.

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

- Bernice Orwig Cochran, M.A.**, Associate Professor of Nursing (1960).
B.A. (1932), Willamette; B.S. (1946), Oregon; M.A. (1959), Oregon State.
- Joyce Colling, M.S.**, Assistant Professor of Medical and Surgical Nursing (1964).
B.S. (1962), M.S. (1964), Oregon.
- Virginia Jean Cory, M.S.N.**, Assistant Professor of Medical and Surgical Nursing (1968).
Diploma (1947), Flower-Fifth Avenue School of Nursing, New York; B.S. (1957), Simmons; M.S.N. (1960), Catholic University.
- 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).
- Marie Grimm Duncan, M.S.**, Assistant Professor of Maternity Nursing (1967).
Diploma (1960), Marymount; B.S. (1962), Fort Hayes; M.S. (1964), Oregon.
- 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, Portland; B.S. (1960), Lewis and Clark; M.S. (1962), Oregon.
- 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.
- Linda Birenbaum Hege, B.S.**, Instructor in Pediatric Nursing (1970).
B.S. (1968), Oregon.
- Relma Houston, M.N.**, Instructor in Pediatric Nursing (1969).
Diploma (1947), Kansas; B.S. (1961), Oregon; M.N. (1969), Washington.
- Dorothy Johnson, M.A.**, Associate Professor of Public Health Nursing (1961).
B.S. (1939), California; M.A. (1951), Columbia.
- Bernice Jones, M.N.**, Assistant Professor of Pediatric Nursing (1968).
Diploma (1940), Emanuel Hospital, Portland; B.S. (1967), Oregon; M.N. (1968), Washington.
- Jack Keyes, Ph.D.**, Assistant Professor of Physiology, School of Nursing and UOMS (1971).
B.A. (1963), Linfield; Ph.D. (1969), Oregon.
- 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.
- Gerald Miller, Ph.D.**, Associate Professor of Educational Research, Director Progress Instruction Medical-Surgical Nursing, and Associate Professor of Medical Psychology, UOMS (1972).
B.S. (1962), Wisconsin State University, Oshkosh; Ph.D. (1967), University of Wisconsin, Madison.
- Loretta Myers, M.S.**, Assistant Professor of Maternity Nursing (1972).
B.S. (1963), University of Hawaii, Honolulu; M.S. (1964), University of Colorado, Boulder.
- Carol O'Connor, M.S.N.**, Instructor in Medical and Surgical Nursing (1971).
B.S. (1958), Lewis and Clark College; P.H. Certificate (1965), California (San Francisco); M.S.N. (1970), Catholic University.
- Merla Olsen, M.S.**, Associate Professor of Psychiatric Nursing (1970).
Diploma (1942), Columbus Hospital School of Nursing, Great Falls; B.S. (1959), California (Berkeley); M.S. (1962), California (San Francisco).

ADMINISTRATION AND FACULTY

Guhli Olson, M.S., Associate Professor of Nursing (1943).

B.S. (1936), Battle Creek; Diploma (1936), M.S. (1947), Western Reserve.

Linda Pesanti, M.S., Instructor in Medical and Surgical Nursing (1971).

B.S. (1967), Montana State; M.S. (1969), Montana State.

May Rawlinson, Ph.D., Associate Professor of Nursing and Associate Professor of Medical Psychology (UOMS) (1970).

B.S. (1943), Oregon; M.A. (1964), and Ph.D. (1970), Portland.

Marlys Raynes, M.N., Assistant Professor of Maternity Nursing (1961).

B.E.Ed. (1944), Northern State; B.S.N. (1949), M.N. (1960), University of Washington.

Aldyth Roberts, M.A., Instructor in Public Health Nursing (1971).

B.A. (1949), Pacific Union College, Angwin, California; Diploma (1953), New England Memorial Hospital School of Nursing, Stoneham, Massachusetts; M.A. (1963), Walla Walla College, College Place, Washington.

Barbara Rynerson, M.S., Assistant Professor of Psychiatric Nursing (1964).

B.S. (1958), M.S. (1962), Oregon; Post Master's, Psychiatric Nursing (1966), California.

Donna Lee Schantz, M.S., Assistant Professor of Medical and Surgical Nursing (1969).

B.S. (1957), M.S. (1969), Oregon.

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), University of Washington.

Doris Schindler, M.S., Assistant Professor of Psychiatric Nursing (1966).

Diploma (1934), Royal Columbia Hospital School of Nursing, New Westminster, B.C.; B.S. (1965), M.S. (1966), Oregon; Post Master's, Psychiatric Nursing (1970), California.

Lucinda Schneider, M.S., Instructor in Public Health Nursing (1972).

B.S. (1967), University of Washington, Seattle; M.S. (1972), Oregon.

***Carlene Selvage, B.S.N.E.**, Instructor in Medical and Surgical Nursing (1968).

Diploma (1965), St. Alexius, Bismarck; B.S.N.E. (1959), Carroll.

Norma Aldrich Simons, M.N., Instructor in Medical and Surgical Nursing (1969).

B.S. (1960), Oregon; M.N. (1968), Washington.

Helen Steyaert, M.N., Instructor in Public Health Nursing (1969).

Diploma (1943), St. Joseph's Hospital, Vancouver; B.S. (1950), Oregon; M.N. (1952), Washington.

Sandra Stone, M.S., Assistant Professor of Medical and Surgical Nursing (1971).

B.S.N. (1960), University of Washington; M.S. (1969), Boston University.

Jeanne Ellen Sturman, M.S., Instructor in Medical and Surgical Nursing (1971).

Diploma (1968), Fairview Hospital, Minneapolis, Minnesota; B.S. (1970), Iowa; M.S. (1971), California.

Mary Patricia Sullivan, M.S., Assistant Professor of Medical and Surgical Nursing (1967).

Diploma (1962), Sisters Charity School of Nursing, Helena, Mont.; B.S. (1964), Carroll; M.S. (1967), Montana State.

Ruth Wiens, M.S., Associate Professor, Assistant Dean (1972).

Diploma (1949), Lucy Webb Hayes School of Nursing; B.S. (1964), M.S. (1965), Oregon.

Sharon Wilder, M.S., Assistant Professor of Medical and Surgical Nursing (1970).

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

* Leave of absence 1972-73.

Clinical Faculty

- Marie Carley, M.S.**, Associate Chief Nursing Service for Education Veterans Hospital (1972).
Diploma (1945), St. John's Hospital School of Nursing, Cleveland, Ohio; B.S.N.E. (1950), St. Louis University; M.S. (1954), Western Reserve University.
- Beatrice Duffy**, Clinical Assistant Professor in Nursing; Director of Nursing Service, Dammasch Hospital (1970).
Diploma (1942), Cook County School of Nursing, Chicago; B.S. (1953), Oregon; M.A. (1965), Teachers College.
- Anne Dunlap, B.S.**, Clinical Instructor in Public Health Nursing (Linn County Health Department) (1964).
Diploma (1933), New England Hospital Nurses Training School, Roxbury, Mass.; P.H.N. (1948), B.S. (1952), Colorado.
- Barbara Hiatt, M.S.**, Clinical Associate Professor of Nursing; 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 of Nursing; Director of Nursing Service, Outpatient Clinic (1966).
Diploma (1937), Good Samaritan Hospital, Portland; B.S. (1945), Oregon.
- Doris Julian, M.N.**, Assistant Professor of Maternal Child Health; Project Training Director for Nursing at the University-Affiliated Child Development and Retardation Center (1969).
Diploma (1947), Hastings; B.S. (1951), M.N. (1966), Washington.
- Olga Keesling, M.S.**, Assistant Clinical Professor of Nursing (1965).
B.S. (1946), Portland; M.S. (1961), Oregon; Post Master's, Psychiatric Nursing, (1970), California.
- 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.
- Karen Mischke, M.N.**, Clinical Instructor in Nursing, University-Affiliated Child Development and Retardation Center (1969).
B.S. (1959), Oregon; M.N. (1966), Washington.
- Dianne S. Moore, M.N.**, Perinatal Clinical Nurse Specialist, Outpatient Clinic (1972).
B.S. (1968), Hunter College; M.N. (1970), UCLA.
- 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.
- Ruby Nagler, B.A.**, Chief Nursing Service Veterans Hospital (1968).
Diploma (1946), Milwaukee County Hospital; B.A. (1951), Milton College.
- Emma Nicholls, B.S.**, Clinical Instructor in Nursing; Director of Nursing Service, Physicians and Surgeons Hospital (1964).
B.S. (1946), Oregon.

Billi Odegaard, M.N., Director of Public Health Nursing; Multnomah County Health Department (1970).

B.S.N. (1963), Jamestown College, N.D.; M.N. (1965), Univ. of Washington, Seattle.

Dorothy Prinzing, M.A., R.P.T., Clinical Instructor in Nursing; Orthopedic Nursing Consultant, Crippled Children's Division (1959).

Diploma (1936), Good Samaritan Hospital, Portland; B.S. (1940), Oregon; M.S. (1944), Stanford.

Gale Rankin, B.S., Clinical Assistant Professor of Nursing; Director of Nurses, 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.

Sarah Rich, B.S., Instructor in Nursing; Nurse Coordinator, Circuit Course Program (1970).

B.S. (1962), Oregon.

Sylvia Sather, B.S., Clinical Instructor in Nursing; Assistant Director of Nursing, University of Oregon Medical School Hospital (1970).

Diploma (1957), St. Luke's Hospital, Fargo, N.D.; B.S. (1966), Oregon.

Assistants to Clinical Instructors

Multnomah Hospital

Barbara Browne, M.N., Nursing Service.

B.S. (1948), Oregon; M.N. (1968), Washington.

Muriel Bussman, R.N., Obstetrical Nursing.

Diploma (1948), Sioux Valley Hospital, Sioux Falls, S.D.

Jean Caldwell, B.S., Medical Nursing.

Diploma (1949), University of Oregon Department of Nursing Education; B.S. (1949), Oregon.

Jane Duncan, B.S., Nursing Service.

Diploma (1959), Good Samaritan Hospital, Portland; B.S. (1959), Lewis and Clark.

Marilyn Farr, B.S., Psychiatric Nursing.

B.S. (1968), Oregon.

Ar dys Hokeness, B.S., Nursing Service.

Diploma (1951), Minneapolis General Hospital School of Nursing; B.S. (1965), Oregon.

Ruby Kelly, R.N., Nursing Service.

Diploma (1951), Oregon.

Rosemary Kennedy, R.N., Nursing Service.

Diploma (1965), Calgary General Hospital, Alberta.

June Satchfield Lerma, M.S., Nursing Service.

B.S. (1951), M.S. (1964), Oregon.

Larrie Noble, B.S., Surgical Nursing.

B.S. (1963), Oregon.

LeAnn Poole, R.N., Central Service.

Diploma (1948), Trinity School of Nursing, Jamestown, N.D.

Ruthanne Rusnak, R.N., Clinical Research Center.

Diploma (1966), Highland School of Nursing, Oakland.

Shirley Schumann, R.N., Medical Nursing.

Diploma (1946), University of Oregon Department of Nursing Education.

Bernice Setere, B.S., Surgical Nursing.

Diploma (1948), University of Oregon Department of Nursing Education; B.S. (1948), Oregon.

Isabella Slesh, B.S., Emergency Nursing.

B.S. (1966), Oregon.

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.

Thelma Waddil, R.N., Surgery.

Diploma (1943), University of Oregon Department of Nursing Education.

Beverly Ward, B.S., Orthopedic Nursing.

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

Dorothy Whitaker, R.N., Nursery.

Diploma (1944), Swedish Covenant Hospital, Chicago.

Peggy Wiete, R.N., Surgical Nursing.

Diploma (1953), St. Luke's Hospital, Spokane, Washington.

Earline Williams, B.S., Surgical Nursing.

B.S. (1963), Reed College; A.D. (1964), Clark College, Vancouver.

Susan Williams, R.N., Medical Nursing.

Diploma (1964), St. Luke's School of Nursing, Spokane.

Medical School Hospital

Esther Appleman, R.N., Patient Care Coordinator, Adult Unit.

Diploma (1948), Saginaw General Hospital, Saginaw, Michigan.

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

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

Evelyn Barton, R.N., Patient Care Coordinator, Nights.

Diploma (1930), Multnomah Hospital, Portland.

Linda Benedict, M.N., Nursing Instructor, Staff Development.

B.S. & M.N. (1970), University of Iowa.

Rosemary Berger, B.S., Surgical Nursing.

B.S. (1963), Oregon.

Mary Carver, B.S., Pediatric Intensive Care.

B.S. (1964), Oregon.

Peggy Cooke, S.R.N., Pediatric Nursing.

S.R.N. (1950), Ashford Hospital, Ashford, England; B.T.A. (1954), British Legion Sanatorium, Colchester, England.

Peggy Dahms, R.N., Post-Operative Nursing.

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

Lucille Dorris, R.N., Medical Nursing.

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

Rosella Schmidt Holgersen, B.S., Senior Patient Care Coordinator.

Diploma (1959), Bethel Beaconsess, Newton, Kansas; B.S. (1961), Oregon.

Diane Johnson, M.S., Patient Care Coordinator, Pediatrics.

Diploma (1962), St. Catherine's Hospital School of Nursing, Nebraska; B.S.N. (1963), College of Saint Mary, Nebraska; M.S. (1971), University of Colorado.

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

B.S. (1947), Hamline.

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

Diploma (1958), Providence Hospital, Portland.

Evon Marks, R.N., Pediatric Nursing.

Diploma (1960), Good Samaritan Hospital, Portland.

Norma McAfee, R.N., Surgical Nursing.

Diploma (1957), University of Maine.

Connie McLellan, B.S., Pediatric Nursing.

B.S. (1949), Oregon.

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

Diploma (1962), St. Barnabas, Minn.

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

Diploma (1964), Sacred Heart Hospital, Spokane.

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

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

Nancy Shellshear, R.N., Operating Room Nursing Coordinator.

Diploma (1952), University of Oregon Department of Nursing Education.

Ruth Simpson, R.N., Central Service.

Diploma (1931), St. Vincent Hospital, Portland.

Florence Sweeney, R.N., Patient Services Manager.

Diploma (1931), St. Vincent Hospital, Portland.

Mary Tellert, R.N., Patient Care Coordinator, Pediatrics.

Diploma (1967), Sacred Heart School of Nursing.

Virginia Tomasoski, R.N., Surgical Nursing.

Diploma (1962), Henry Ford Hospital.

Joan Weaver, R.N., Patient Care Coordinator.

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

Betty Weible, B.S., Personnel Coordinator.

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.

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

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

Honora Ediger, R.N., Otolaryngology.

Diploma (1947), Saskatoon City Hospital, Canada.

Nellie Jacob, B.S., Surgical Nursing.

B.S. (1943), Portland.

Myrtle Jonasson, R.N., Pediatrics.

Diploma (1941), Emanuel Hospital, Portland.

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

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

Carlene Squires, R.N., Ophthalmology Department.

Diploma (1939), St. Mary's Hospital School of Nursing, Evansville, Ind.

Maxine Sutton, R.N., Dermatology.

Diploma (1952), Immanuel Hospital, Omaha, Nebraska.

Physicians and Surgeons Hospital

Patti Bates, B.S., Medical Surgical Nursing.

B.S. (1968), Oregon.

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.

Vivienen Huffman Richardson, B.S., Supervisor, Operating Room.

B.S. (1948), Oregon.

Evelyn Kaparich, R.N., Medical Surgical Supervisor.

Diploma (1937), Emanuel Hospital.

Ida Sargeant, R.N., Medical Surgical.

Diploma (1937), University of Oregon Department of Nursing Education.

Joann Vaughn, B.S., Medical Surgical Nursing.

B.S. (1969), Oregon.

St. Vincent Hospital

Frances Bentley, R.N., Unit Director, Orthopedic Nursing.

Diploma (1938), St. Vincent Hospital School of Nursing.

Genevieve Blackmore, R.N., Head Nurse, Medical Nursing Unit.

Diploma (1942), Swedish Hospital School of Nursing.

Philip Hostetler, M.S., Unit Director, Intensive Care Units.

B.S. (1967), Oregon; M.S. (1970), Washington.

JoAnne Jordan, B.S., Head Nurse, Pediatric Nursing.

B.S. (1966), Oregon.

Cathie Robbins, B.S.N., Head Nurse, Maternity Nursing.

B.S.N. (1968), University of Pittsburgh.

Joann Sering, B.S., Head Nurse, Operating Rooms.

B.S. (1954), University of Portland.

Jane Smith, B.S., Acting Director, Department of Nursing.

B.S. (1959), Ohio State University.

Rosemarie Wallo, B.S., Unit Director, Surgical Nursing.

B.S. (1946), St. Vincent Hospital School of Nursing.

University State Tuberculosis Hospital

Nina M. Ellenburg, R.N., Supervisor.

Diploma (1943), William Backus Hospital, Norwich, Conn.

Dorothy C. Fraser, R.N., Head Nurse.

Diploma (1947), Vancouver General Hospital, Vancouver, B.C.

Helen W. Krieg, B.S., Director of Nursing.

Diploma (1934), Stanford School of Nursing; B.S. (1930), Oregon State.

Doris M. Suek, R.N., Head Nurse.

Diploma (1961), Columbus School of Nursing, Great Falls, Montana.

Bess Kaiser Hospital

Delphine Bryan, R.N., Charge Nurse, Third Floor.

Diploma (1952), Lincoln General Hospital, Lincoln, Nebraska.

ADMINISTRATION AND FACULTY

Esther Coats, R.N., Third Floor Manager.

Diploma (1939), Sacred Heart Hospital, Havre, Montana.

Marguerite Fellman, R.N., Labor and Delivery Room Manager.

Diploma (1954), Charity Hospital, New Orleans, Louisiana.

Louise Louy, R.N., Charge Nurse, Third Floor.

Diploma (1933), Emanuel Hospital, Portland, Oregon.

Mary Maynard Martin, R.N., Evening Charge Nurse in Labor and Delivery.

Diploma (1938), St. Lawrence State Hospital School of Nursing, Ogdensburg, N.Y.

Hazel Stewart, R.N., Assistant Director of Nurses.

Diploma (1953), Emanuel Hospital, Portland, Oregon.

Ihlene Stiles, B.S., Nursery Charge Nurse.

B.S. (1967), South Dakota State University, Brookings, South Dakota.

Audrey Wallingford, R.N., Director of Nursing.

Diploma (1931), Luther Hospital, Eau Claire, Wisconsin.

Veterans Administration Hospital

Glen Bartel, R.N., Head Nurse, Hemodialysis Unit.

Diploma (1942), Madison College, Tenn.

Ruth Bautista, B.S., Head Nurse, Cardiology Service.

B.S. (1958), Wagner College, New York.

Barbara Bradenkamp, B.S., Head Nurse, Surgery.

B.S. (1960), Colorado.

Faith Dorothy, B.S., Medical Supervisor.

Diploma (1950), Springfield Baptist Hospital School of Nursing, Springfield, Mo.; B.S. (1962), Oregon.

Ardys Jaggi, R.N., Pulmonary and Renal Service.

Diploma (1933), St. Peters Hospital School of Nursing, Olympia, Wn.

Louise X. Kinney, B.S., Surgical Supervisor.

Diploma (1943), San Bernardino County Hospital; B.S. (1949), San Francisco College for Women.

Margaret E. Mangan, B.S., Head Nurse, Surgical Unit.

B.S. (1949), Washington.

Patricia Moorman, R.N., Head Nurse, Surgical Intensive Care.

Diploma (1959), Providence Hospital, Portland.

Yvetta G. Nelson, M.S., Assistant Chief, Nursing Service.

Diploma (1940), Loma Linda Hospital, Calif.; B.S.N.E. (1945), Columbia Union College, Takoma Park, Md.; M.S. (1960), Loma Linda Univ., California.

Frances R. Smith, B.S., Relief Supervisor.

Diploma (1939), University of Wisconsin School of Nursing; B.S. (1959), Houston.

Arlene B. Strong, B.S., Head Nurse, Coronary Care Unit.

B.S. (1961), Portland.

Viola Weikum, B.S.N.Ed., Head Nurse, Medical Intensive Care Unit.

B.S.N.Ed. (1955), Walla Walla.

Lecturers, Medical School Faculty

Robert L. Bacon, Ph.D., Professor of Anatomy; Acting Chairman of Department (1955).

B.S. (1940), Hamilton; Ph.D. (1944), Yale.

Ralph C. Benson, M.D., Professor of Obstetrics and Gynecology; Chairman of Department (1956).

B.A. (1932), Lehigh; M.D. (1936), Johns Hopkins.

Paul H. Blachly, M.D., Professor of Psychiatry (1961).

B.A. (1950), Reed College; M.S. and M.D. (1955), Oregon.

Rose Mary Bocek, Ph.D., Assistant Professor of Biochemistry (Primate Center) (1957).

B.S. (1946), Marylhurst; M.S. (1954), Ph.D. (1964), Oregon.

Douglas R. Bottomly, M.D., Clinical Instructor in Psychiatry (1968).

B.S. (1953), Carroll; M.D. (1957), St. Louis.

John David Bristow, M.D., Professor of Medicine; Chairman of Department (1960).

B.S. (1949), Willamette; M.D. (1953), Oregon.

John M. Brookhart, Ph.D., Professor of Physiology; Chairman of Department (1949).

B.S. (1935), M.S. (1936), Ph.D. (1939), Michigan.

Katherine Chavigny, M.S., Assistant Professor of Public Health and Preventive Medicine (1971).

Diploma (1951), Manchester Northern Hospital, England; B.S. (1969), Oregon; M.S. (1971), Oregon.

David D. DeWeese, M.D., Professor of Otolaryngology; Chairman of Department (1944).

A.B. (1934), M.D. (1938), Michigan.

Clifford A. Fratzke, M.D., Instructor in Medicine (1963).

M.D. (1931), Iowa.

Gordon D. Haynie, M.D., Associate Professor of Medicine (Veterans Hospital) (1961).

B.S. (1949), Idaho State; M.D. (1953), Oregon.

Leslie W. Hunter, M.S.W., Director, Medical Social Service Department; Associate Professor (1965).

M.A. (1944), Royal Hungarian Peter Pazmany University (Budapest); M.S.W. (1956), Southern California.

Stanley W. Jacob, M.D., Associate Professor of Surgery (1959).

B.A. (1945), M.D. (1948), Ohio State.

Richard T. Jones, M.D., Ph.D., Professor of Biochemistry; Chairman of Department (1961).

B.S. (1953), M.S., M.D. (1956), Oregon; Ph.D. (1961), California Institute of Technology.

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.

P. John Kim, Ph.D., Assistant Professor of Biostatistics, Public Health and Preventive Medicine (1971).

B.S. (1963), Ohio; M.A. (1965), University of California, Berkeley; Ph.D. (1969), University of California, Los Angeles.

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, Sc.D., Professor of Microbiology (1958).

A.B. (1949), California; M.S. (1953), Purdue; ScD. (1958), Johns Hopkins.

ADMINISTRATION AND FACULTY

Richard D. Moore, M.D., Professor of Pathology; Chairman of Department (1969).

M.D. (1947), Western Reserve.

James F. Morris, M.D., Professor of Medicine (Veterans Hospital) (1957).

A.B. (1943), Ohio Wesleyan; M.D. (1948), Rochester.

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.

David S. Phillips, Ph.D., Associate Professor of Medical Psychology (1963).

A.B. (1958), Wabash; M.S. (1960), Ph.D. (1962), Purdue.

William K. Riker, M.D., Professor of Pharmacology; Chairman of Department (1969).

B.A. (1949), Columbia; M.D. (1953), Cornell.

George Saslow, M.D., Ph.D., Professor of Psychiatry; Chairman of Department (1957).

SeB. (1926), Ph.D. (1931), New York; M.D. (1940), Harvard.

James T. Speros, M.D., Professor of Medicine; Director of Medical Services, University State Tuberculosis Hospital (1940).

B.A. (1931), M.D. (1934), Oregon; M.P.H. (1941), Johns Hopkins.

Agnar A. Straumfjord, M.D., Associate Professor of Psychiatry; Director, Student Health Service (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.

Lyle Veazie, Ph.D., Professor of Microbiology (Parasitology); Acting Chairman of the Department (1942).

B.A. (1928), M.A. (1930), Ph.D. (1947), Oregon.

Residence Supervisors

Martha Grady, Housemother.

Martha Jasprica, Housemother.

Virginia Nelson, Residence Director.

Frances Rodgers, Housemother.

6

ENROLLMENT AND DEGREES



Degrees Conferred June 1971

Master of Science

Jean Delk Bates
Katherine Hill Chavigny
Alice Louise Dahlen
Dorothy Dell Gustafson
Alice Margaret Welk McDonald

Lambertina Moore
Wilma Gaylene Pope
Marie H. Reitz
Dorothy Dichtel Sells

Bachelor of Science

Susan Christine Adams
Susan Elizabeth Albin
Julie Langlow Anderson
Malinda Jane Anderson
Linda Elaine Arnett
Alice Jeanne Beall Baer, R.N.
Doris C. Bafford, R.N.
Candice Dawn Barnick
James Michael Beaty
Virginia Ruth Benz
Marilyn Tyo Bodily
Sheryl Thalman Boyd
Karen Brist
Susan Teri Blanton Brookhart
Pamela Adkisson Clausen
Carol Lynn Coates
Colleen Rae Combes
Karen Lee Cooper
Julie Ann Coughlin
Gene Graham Crumpton, R.N.
Donna Karen Dalton
Diane Darrow
Judith A. Davis
Diane Gilroy Williams Dearborn
Shirley Noreen Dorman
Susan Elizabeth Drake
Caroline Marie Dresser
Zaneta Eash
Glenna Mae Horsmann Ehrlich, R.N.
Karen Wertz Elliott
Kathryn Alice Eng
Jill Elaine Ferguson
Judith Marie Fischer
Roberta Leslie Fosterman
Sharon Jeaneene Free
Kay Ann Froemming
Candace M. Gleason
Bonnie Kathleen Grafft
Gayle Ann Graham
Kathleen Sue Gunson
Rachel Mohland Hayes, R.N.
Kay A. Hayford
Carole S. Hehn
Margaret Leigh Henshaw

Alberta Jean Hill
Nancy Clare Hilles
Mary Leeta Holzgang
Kathryn L. Howard, R.N.
Gail Yoneko Izutsu
Arthur Dennis Jenkins
Kay Leone Johnson
Sandra Lee Johnson
Lizzie L. Kelly
Susan Elizabeth Ball King
Joann Elizabeth Kranc
Gloria J. Lapworth, R.N.
Mary Lois Larson, R.N.
Kathleen Lynn Bleid Lasater
Constance Cora Rathbun Leben
Annabelle Elizabeth Lee
Barbara Sue Lenfesty
Linda Lee Lethlean
Sen Lin
Jean M. Lobingier
Mary Ellen Loos
Sandra Sue Lumley
Sandra Kay Lundeberg
Muffie Mary Margaret Mackey
Glenda Lynn Madsen
Charlene Brown Manney, R.N.
Rosanne Kay McCornack
William Walter McCraw
Robin Gale McDonald
Monica Eileen McGuire
Jacque Lee McMillan
Kay Eileen Metcalf
David Lynn Metcalf
Ann M. Mishler
Sandra Lee Pferdnert Mitchell
Nancy J. Morgan
Marie Davis Morrison, R.N.
Susan Eleanor Burness Mortvedt
Theresa Marie Nice
Peggy Ann Johnson Nideffer
Elaine L. Orr, R.N.
Anne Marie Osheroff
Jennifer Lee Pangle
Susan R. Patterson

Leslie Kay Pratt	Mary Beth Taylor
Marilyn Jean Prosch	Susan Jean Tenhaeff
Margo Ann Rall	Pamela Kathleen Thomas
Patricia Louise Reed	Terri Jean Tibbutt
Cynthia Ann Regele	Patricia Anne Trobaugh
Florence Ann Mullen Rhea, R.N.	William Richard Van Artsdalen
Sue Ellen Ries	Pamela Jean Wagner
Sharon Elsie Robinson	Iona Jeanne Walker
Cunthia Ann Ronald	Irene Mae Wall
Janet Louise Schechtel	Patti Fowler Walloch
Donna Lee Sewell	Sally Weare
Sally Anne Shisler	Carley J. Weeks
Mary Ann Sindlinger	Ellen M. Weeks
Gayla Grier Smith	Joyce Marilyn Westby, R.N.
Beverly Lee Snider	Ellen Elizabeth White
Diane Wales Sparks	Dee Janelle Whitford
Stephanie G. Stangel	Katharine Sylvester Beasley Wilson
Teresa Gene Stone	Susan Lee Winegar
Elizabeth Ann Stover, R.N.	Margaret G. Wysong

Summary of Enrollment, 1970-71

Bachelor of Science :	
Basic students	391
Registered nurse students	24
Master of Science in Nursing Education students	35
Special students	6
	456

