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UNIVERSITY OF OREGON 1971

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University
of Oregon

Bulletin

UNIVERSITY
OF OREGON
SCHOOL OF
NURSING

PORLAND

1970-71



Oregon State
System of
Higher Education

UNIVERSITY OF OREGON BULLETIN
NUMBER 163

MAY, 1970

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University of Oregon Medical School

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1970-71
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NURSING

3181 S.W. Sam
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Portland 97201



OREGON
STATE
SYSTEM OF
HIGHER
EDUCATION

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 as 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 members are appointed to six-year terms by the Governor of Oregon with confirmation by the State Senate.

MEMBERS OF THE BOARD

	Term Expires
George Layman, Newberg	1970
Loran L. Stewart, Eugene	1971
Robert D. Holmes, Portland	1971
Ancil H. Payne, Portland	1972
Charles R. Holloway, Jr., Portland	1973
Elizabeth H. Johnson, Redmond	1974
John W. Snider, Medford	1975
George H. Corey, Pendleton	1975
Philip A. Joss, Portland	1976

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George Layman	President and Chairman, Executive Committee
John W. Snider	Vice President
Charles R. Holloway, Jr.	Member, Executive Committee
Philip A. Joss	Member, Executive Committee

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

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

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Ayerno M. Rempel, Ph.D. President, Eastern Oregon College	Louis G. Terkla, D.M.D. Dean, Dental Schol
James K. Sours, Ph.D. President, Southern Oregon College	Gregory B. Wolfe, Ph.D. President, Portland State University
	Winston D. Purvine, A.B., LL.D. President, Oregon Technical Institute

Miles C. Romney, Ph.D.	Vice Chancellor for Academic Affairs
Freeman Holmer, M.A.	Vice Chancellor for Administration
J. I. Hunderup, M.B.A., C.P.A.	Director of Facilities Planning
Donald R. Larson, B.A.	Assistant Chancellor ; Director of Public Services
Keith Jackson, M.S.	Budget Director
Richard L. Collins, M.A., C.P.A.	Secretary, Board of Higher Education

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 Director

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

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

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

—Jean E. Boyle, Director

1970-71
CALENDAR

Fall Term, 1970

September 24-25, <i>Thursday and Friday</i>	Pre-registration for Registered Nurse students
September 28, <i>Monday</i>	Registration and orientation; Classes begin
October 5, <i>Monday</i>	Last day to register for credit or to change courses
November 26-29, <i>Thursday-Sunday</i>	Thanksgiving Holiday
December 18, <i>Friday</i>	Fall term ends

Winter Term, 1971

January 4, <i>Monday</i>	Registration and orientation
January 5, <i>Tuesday</i>	Classes begin
January 11, <i>Monday</i>	Last day to register for credit or to change courses
March 19, <i>Friday</i>	Winter term ends

Spring Term, 1971

March 29, <i>Monday</i>	Registration and orientation
March 30, <i>Tuesday</i>	Classes begin
April 5, <i>Monday</i>	Last day to register for credit or to change courses
May 31, <i>Monday</i>	Memorial Day Holiday
June 11, <i>Friday</i>	Commencement
June 11, <i>Friday</i>	Spring term ends

Summer Session, 1971

June 21, <i>Monday</i>	Registration and orientation
June 22, <i>Tuesday</i>	Classes begin
June 28, <i>Monday</i>	Last day to register for credit or to change courses
July 5, <i>Monday</i>	Independence Day Holiday
August 13, <i>Friday</i>	Eight-week session ends
September 3, <i>Friday</i>	Eleven-week session 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 also offers an advanced curriculum leading to a Master of Science in Nursing Education. A major in Medical Surgical Nursing is offered. This program is planned to prepare nurses for faculty positions.

History

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

A standard course of study in public health nursing was established in the fall of 1920 as a part of the program of the Portland Division of the School of 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 86 credits. The diploma program was discontinued in 1950. Public health nursing was incorporated into the basic degree program in 1956.

Financial assistance in a \$60,000 grant from the W. K. Kellogg Foundation in 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 basic and registered nurse programs.

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

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. Administration shall facilitate 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 appropriately belongs within baccalaureate education.
 - (a) Education is based on principles of the learning process.
 - (b) Faculty and students have responsibilities for the School's total development.

GENERAL INFORMATION

- (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.

OBJECTIVES OF THE BACCALAUREATE PROGRAM:

The graduates of the baccalaureate program has 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 his own 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 this educational base for further personal growth, professional development, and 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. Teaching is viewed within this program as both experimental and didactic. The course of study is designed to integrate the concepts underlying nursing practice and to promote further learning leading to effective communication of such concepts to others. The research component of the program stresses research methodology and its application through a master's thesis. The student who completes the program has taken the first step in graduate education.

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

- (1) Achieve specialized skill and knowledge in a selected area of clinical nursing.

INSTRUCTIONAL FACILITIES

- (2) Develop further understanding of the scientific rationale supportive of nursing.
- (3) Carry out an independent study and to interpret and apply the findings of nursing research.
- (4) Increase the ability to teach nursing effectively.

Instructional Facilities

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

The campus of the Medical School occupies a 101-acre tract on Marquam Hill, a mile and a 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. Mount 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 120,000 volumes of books and bound periodicals and a large number of unbound periodicals. Approximately 2,300 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.

The on-campus clinical facilities include :

- (1) The University of Oregon Medical School Hospital of 268 beds, including Doernbecher Memorial Hospital for Children with 113 beds.
- (2) Multnomah Hospital, a 295-bed hospital with medical, surgical, obstetrical, psychiatric crisis, and emergency units.
- (3) The Outpatient Clinic, which has more than 140,000 patient visits each year.
- (4) The Crippled Children's Division with the university-affiliated Mental Retardation center, which provides state-wide services to children with crippling conditions.
- (5) University State Tuberculosis Hospital, a 79-bed tuberculosis hospital.

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

The off-campus clinical facilities include :

- (1) Selected health departments and the Visiting Nurse Association.
- (2) The Oregon State Hospital, Salem—2,388 beds.
- (3) Portland State University and Portland Continuation Center of the Division of Continuing Education of the Oregon State System of Higher Education.
- (4) Physicians and Surgeons Hospital, Portland—160-bed hospital with medical and surgical units.
- (5) St. Vincent Hospital, Portland—400 beds.
- (6) Veterans Administration Hospital, Portland—563 beds.

GENERAL INFORMATION

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, under the age of 21 years, who provide written parental permission, may reside in housing of their choice. However, 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 will be 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 \$20.00. 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.

Most rooms are double occupancy. Charges are: \$135.00 for Summer term; \$150.00 for Fall term; \$130.00 for Winter term; and \$124.00 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 \$5.00 per month. Because parking space is limited, students are discouraged from bringing personal cars to the campus, except for those periods when they will be assigned to off-campus facilities.

Student Expenses

- (1) The cost of textbooks and supplies depends on the course requirements. For basic students the average cost is \$185.00 for the sophomore year including summer term, \$100.00 the junior year, and \$100.00 for the senior year.
- (2) Basic student uniforms and lab jackets cost approximately \$69.00. Students will be responsible for their own laundry.
- (3) 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.
- (4) For the public health nursing assignment the senior year, all students must have current drivers' licenses and should plan to have access to a car.
- (5) Registered nurse students are required to have current licenses to practice in a state or country.
- (6) The Student Association dues are \$5.00 per year, payable to the Association treasurer at the beginning of fall term.
- (7) Students are encouraged to join the Student Nurses of Oregon Association.
- (8) Registered nurse students who are members of the Elnora Thomson Association pay a fee of \$1.00 per term.

FEES AND EXPENSES

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

BACCALAUREATE PROGRAM

Tuition, per term	\$ 50.00
Laboratory and course fee, per term	48.00
Incidental fee, per term	37.00
Building fee, per term	10.00
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	\$145.00
For students who are not residents of Oregon, nonresident fee, per term (in addition to fees for resident students)	\$110.00

MASTER'S PROGRAM

Full-Time Graduate Students (8 credit hours or more)	
Tuition	\$ 66.00
Laboratory and Course Fee	54.00
Incidental Fee	37.00
Building Fee	10.00
	<hr/>
Total Graduate Charge	\$167.00

Part-Time Students and Auditors

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

Lecture courses, per term hour	4.00
Laboratory courses, per term hour	8.00

Special Fees and Penalties

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

Special Examination Fee

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

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

GENERAL INFORMATION

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

Regulations Governing Nonresident Fee

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

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

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

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

A student whose official record shows a domicile outside of Oregon 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 Office of the Registrar.

Scholarships and Loans

The Oregon State Scholarship Commission awards annually a limited number of scholarships to resident students of proven ability who need financial assistance. These scholarships cover tuition, laboratory and course fees. Out-of-state students may apply for fee remissions not to exceed \$110.00 per term. The School of Nursing also 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 and fee remissions 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.

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

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

The Student Nurse Loan Fund was established on December 28, 1964, through the provision of the Federal Nurse Training Act 1964. Students enrolled in the baccalaureate program, both basic and registered nurses, are eligible to participate. Freshmen nursing students attending classes on the campuses of the University of Oregon, Eugene, Oregon State University, Corvallis, and Portland State University, Portland, as well as students at the School of Nursing, Portland are eligible for Nurse Training Act Funds. The loans are interest free while the borrower is a full-time nursing student and for twelve months after termination of 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, subsistence, and travel.

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 Student Association, Alpha Tau Delta, national honorary nursing sorority, and the Nurses Christian Fellowship, an interdenominational group, provide social activities to suit student needs and desires.

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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 she make an election. 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.

Alumni Association officers for 1970-71 are :

Penny Hoodenpyle, '63	President
Eleanor Gordon, '57	Vice President
Shirley Becker, '65	Secretary
Olivia Boswell Lehmer, '64	Treasurer

Course Numbering System

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

- 1- 99. Courses in the first two years of a foreign language, or other courses of similar grade.
- 100-120, 200-220. Survey of foundation courses that satisfy the lower-division group requirements in the Arts and Letters, Science, and Social Science groups.
- 111-199. Other courses offered at first-year level.
- 211-299. Other courses offered at second-year level.

- 300-399. Upper-division courses.
- 400-499. Upper-division courses primarily for seniors. Those 400-499 courses which are approved for graduate credit are designated (G) following the title.
- 500-599. Courses primarily for graduate students, but 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 most lecture courses, 1 credit hour is given for each weekly class hour; most laboratory courses require more than one hour of work for 1 hour of credit. In nursing laboratory classes, three clock hours of laboratory experience each week per term are required for 1 hour of credit.

Grading System

The grading system consists of four passing grades, *A*, *B*, *C*, and *D*; failure, *F*; incomplete, *Inc.*; withdrawn, *W*. *A* denotes exceptional accomplishment; *B*, superior; *C*, average; *D*, inferior. When the quality of the work is satisfactory, but some minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor, a report of *Inc* may be made and additional time granted. If an *Inc* is not removed within a year, it automatically becomes an *F*; exceptions to the time limitation may be made for basic students, if there are problems in the scheduling of clinical laboratory experience. A student may withdraw from a course only with the approval of the school. A student who discontinues attendance without official withdrawal receives a grade of *F* in the course.

A student may be permitted to take examinations in undergraduate courses in which she is enrolled and receive credit in the courses on the basis of successful performance in the examination. Permission to secure credit by examination is subject to approval by the department head. Credit by examination is recorded with a mark of "Pass" (P).

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

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 direction the major program.

ELECTIVES—CONCURRENT COURSES. Students taking an elective or concurrent courses at Portland State University must register for these through the Registrar, Medical School campus. Students who may elect to drop a course or change her credit load during the term must also notify the Registrar. Such changes are subject to the \$5.00 change of course fee.

Grade-Point Average. For purposes of computing a student's grade-point average the standard measure of scholastic standing, all work graded is assigned a numerical point value, as follows: *A*, 4 points per term hour; *B*, 3 points per term hour; *C*, 2 points per term hour; *D*, 1 point per term hour; *F*, 0 points per term hour. The grade-point average (GPA) is the quotient of total points divided by total term

GENERAL INFORMATION

hours for which grades are received. Marks of *Inc*, *W*, *P*, and *N* are disregarded in the computation of the grade-point average.

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

DISMISSAL. The School of Nursing reserves the privilege of retaining only those students, who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing. The usual procedure for recommending dismissal comes after review by the Executive Committee, which is composed of members of the faculty. Ordinarily, a student may be on probation and is subject to counsel before the Executive Committee may recommend his 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. The student must maintain a minimum grade-point average of 2.00 to qualify for a baccalaureate degree.

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ADMISSION AND DEGREES



ADMISSION AND DEGREES

Admission

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

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

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

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

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

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

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

Degrees

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

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

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

Sequences taken in Group I, II, and III must be selected from courses numbered 100-120, 200-220 in the University of Oregon Catalog or equivalent. The Group IV sequence must be selected from courses numbered 200-220, or 300-320 in the University of Oregon Catalog or equivalent.

An additional sequence numbered 100-120, 200-220, or 300-320 in any one of the first three groups.

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

- (3) A minimum of 36 term hours in social science or science.
- (4) Residence credit : a minimum of 45 term hours of the last 60 presented for the degree in residence on the Medical School or the Eugene campus.
- (5) Upper-division credit : 62 term hours (in courses numbered 300-499).
- (6) Electives as needed to meet total credit requirements.
- (7) 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 90 term hours earned toward a baccalaureate degree.

Advanced standing is not granted, at the time of admission, for courses completed in nonaccredited collegiate institutions. However, after the satisfactory completion of 45 term hours, the student may petition for credit in courses which are the equivalent of those taken at the unaccredited institution.

* 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.

ADMISSION AND DEGREES

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

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

To qualify for admission, the registered nurse student will:

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

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

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



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PROGRAMS OF STUDY

PROGRAMS OF STUDY

Bachelor of Science

The curriculum leading to the Bachelor of Science degree is designed for two types of students: the student with no previous preparation in nursing, and the student who is a graduate of a hospital or community college school of nursing. For the student with no previous preparation in nursing, the curriculum is four academic years and one summer session at the end of the freshman year. For the student who is a registered nurse, the length of program will vary depending on her previous education and the course load carried while at the University. The distribution of required courses provides a balance between general and professional education. 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.

Program for Students With No Previous Preparation in Nursing

The freshman year study may be taken at any accredited university or college. Some courses numbered 100-200 may be offered at an accredited junior college for college transfer credit and can be equated to these course requirements. The remainder of the program is to be completed at the University of Oregon School of Nursing. Program includes study in arts and sciences. Professional study is dispersed throughout the curriculum, but greater concentration is provided during the junior and senior years.

Curriculum:

First Year

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

		Term Hours		
		Fall	Winter	Spring
*English Composition (Wr 111, or Wr 121)	3	..	..	..
Literature (Eng 101, 102, 103, or 104, 105, 106, or 107, 108, 109)	3	3	3	3
Elementary Chemistry (Ch 101, 102, 103, or 104, 105, 106)	3-4	3-4	3-4	3-4
Social Science (100 or 200 sequence)	3	3	3	3
Electives	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	

Second Year

(University of Oregon School of Nursing)

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

* Opportunity to complete the Composition sequence of 222 and 323 will be provided in the second and third years at the School of Nursing, or students may complete the nine-credit sequence, if it is offered the freshman year on the campus where they are enrolled.

§ 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.

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

		Term Hours			
		Summer	Fall	Winter	Spring
English Composition (Wr 222) .....	..		"	"	3
Fundamentals of Medical & Surgical Nursing (Nur 211) .....	..	3	"	"	"
Clinical Experience in Medical & Surgical Nursing (Nur 212) .....	..	3	"	"	"
Medical & Surgical Nursing (Nur 311) .....	..	"	5	"	"
Clinical Experience in Medical & Surgical Nursing (Nur 312) .....	..	"	5	"	"
Medical & Surgical Nursing (Nur 313) .....	..	"	"	"	5
*Clinical Experience in Medical & Surgical Nursing (Nur 314) .....	..	"	"	"	2-5
Psycho-Social Dynamics in Nursing (Nur 315)	2	"	"	"	"
		14	15	16	13-16

Third Year

Introduction to Study of Public Health (Nur 333) .....	..	3	"	"
Medical & Surgical Nursing (Nur 411) .....	..	3	"	"
Clinical Experience in Medical & Surgical Nursing (Nur 412) .....	..	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
Human Development (Psy 311) .....	..	"	"	3
English Composition (Wr 323) .....	..	"	3	"
Electives .....	..	3-6	3	3
		11-17	13-16	13-16

Fourth 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) .....	..	"	"	4
Clinical Experience in Community Health Nursing (Nur 484) .....	..	"	"	8
Public Health Nursing (Nur 485) .....	..	"	"	4
Electives .....	..	3-6	"	"
		14-17	15	16

Total credit hours 188-209

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.

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

PROGRAMS OF STUDY

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

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

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

Curriculum :

Students meet the same curriculum requirements as shown on page 26. 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 she is not enrolled and receive credit on a basis of successful performance in the examinations. The student's request must have the approval of the dean or the head of the department offering the course. Registered nurse students may secure credit by examination for the following 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 100-200 may be offered at any accredited junior college for college transfer credit.

Second Year

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

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

Nurses passing the 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 27. 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 credits each. This provides opportunity to adjust clinical experience to the individual needs of the registered nurse students. Non-nursing courses and electives are taken on Portland State University campus or Division of Continuing Education and class schedules arranged to accommodate the student's program.

Other Programs

Supplementary Public Health Nursing Program

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

Master of Science in Nursing Education

Graduate Program

The graduate program is designed to provide advanced professional preparation for the qualified nurse who has a baccalaureate degree from an accredited institution of higher learning. 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, experience, interests, and professional work. See page 11, Philosophy and Objectives.

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

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

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

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

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

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

PROGRAMS OF STUDY

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

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

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

Study Program and Load. Graduate students beginning studies toward a degree are expected to make a tentative plan of program with their faculty adviser. The program is four quarters in length. This allows sufficient time for completion of the thesis. 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. Disqualification means reduction to postbaccalaureate standing. A course in which the student earns a grade of D will not carry graduate credit, but will be included in the GPA computation.

Graduate Courses. All courses numbered in the 500s carry graduate credit, as do those in the 400s which have been approved by the Graduate Council. Approved courses in the 400s are designated by (G) or (g) following the course title. Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor only. Graduate students taking courses in the 400s are expected to do work of a higher order and broader scope than the work of undergraduate students in the same courses. Undergraduate enrollment in the 400 courses designated (G) is generally restricted to seniors; undergraduate enrollment in 400 courses designated (g) is generally restricted to juniors and seniors.

Off Campus Graduate Courses. Graduate students, with the consent of their advisers, may take courses for graduate credit at Division of Continuing Education and at Portland State 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 master's degree under the following conditions: (1) the courses must be relevant to the degree program as a whole; (2) the transfer must be approved by the School of Nursing and the Executive Committee; (3) the grades earned must be A or B. Graduate credit is not allowed for correspondence courses. Credit earned for courses taken at another institution is tentative until validated by courses in residence.

Admission to Candidacy for a Graduate Degree. Admission to graduate status does not of itself entitle a student to become a candidate for a master's degree. 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 related minor courses. Additional courses may be required.

Course Requirements

- (1) Prerequisites and supplementary courses, as indicated by the student's previous preparation and professional experience.
- (2) For the teaching major in nursing, courses are selected from the following :

	Term Hours
Nur 501 Research (Statistics)	3
Nur 501 Research (Research design)	3
Nur 503 Thesis	9
Nur 505 Reading and Conference	*
Nur 507 Seminar, Physiological Monitoring (any term)	*
Nur 508 Workshop: Advanced Nursing Practice	3
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 548 Field Work in Supervised Practice Teaching	6
Psy 511 Interviewing Techniques and Psychiatry	2
Psy 512 Interviewing Techniques and Psychiatry	2

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

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

* Hours to be arranged.

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DESCRIPTION OF COURSES



DESCRIPTION OF COURSES

Basic Science Courses

***An 211. Anatomy.** 3 hours fall.

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

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

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

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

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

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

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

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

Study of the behavior of living cells, organs, and organ systems reacting to environmental change and to integrative control mechanisms. Each major system given separate consideration, with special attention to the disturbances of behavior which underlie common diseases. Prerequisite: El Chem 101, 102, 103 or 104, 105, 106 and Ch 211 Organic and Biochemistry. Offered concurrently with An 211. Lectures, 2 hours; demonstration and quiz, 3 hours. Brookhart and staff.

Nursing Courses

Nur 111. Backgrounds for Nursing. 3 hours winter or spring.

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

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

Introduces the student to the nursing process. Emphasis is placed primarily on assessing the basic safety, psychological, sociological, and physiological needs of man necessary to maintain homeostasis. Nursing intervention related to man's activities of daily living is begun. Preventive measures necessary to maintain positive health are also stressed. Offered concurrently with Nur 212. M. Sullivan and Rynerson.

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

Application of the nursing process using principles of biological and behavioral sciences in meeting man's basic need to maintain homeostasis. Development of

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

beginning nursing skills using assessment and intervention are begun in the laboratory setting. Laboratory, 6 hours per week including conferences and seminars. Offered concurrently with Nur 211. Ballard, Franklin, Hoodenpyle, Kimmel, Mahomet, Schantz, Selvage, Sinclair, Sullivan, Tyler, Wolff.

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

Principles and concepts basic to nursing care of selected adult patients; and applied in theory utilizing as a model, the patient requiring surgical intervention. Includes concepts of the meaning of illness as well as dynamics of the therapeutic nurse patient relationship. Prerequisites: An 211, Phy 211, Nur 211. Offered concurrently with Nur 312. Mahomet and Rynerson.

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

Application of principles of nursing in preoperative, operative, and postoperative care of patients requiring surgical intervention; participation as a member of the surgical health team. Laboratory, 15 hours per week including conference and skill laboratories. Prerequisites: An 211, Phy 211, Nur 212. Offered concurrently with Nur 311. Ballard, Franklin, Hoodenpyle, Kimmel, Mahomet, Schantz, Selvage, Sinclair, Sullivan, Tyler, Wolff.

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

Broadens principles of nursing care for selected adult patients experiencing deviations from normal physiology in the areas of 1) cellular growth, 2) mobility, 3) nutrition and elimination. Includes information concerning dynamics of human behavior geared toward promoting interpersonal relationships and assisting the student in facilitating the adult's adjustment in illness and hospitalization. Prerequisites: An 211, Phy 211, Nur 211, 311. Offered concurrently with Nur 314. Franklin and Rynerson.

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

Application of principles of nursing care, utilizing the nursing process of selected adult patients who exhibit deviations in the areas of 1) cellular growth, 2) mobility, and 3) nutrition and elimination. Laboratory, 15 hours per week, including conferences and skill labs. Prerequisites: An 211, Phy 211, Nur 212, 312. Offered concurrently with Nur 313. Ballard, Franklin, Hoodenpyle, Kimmel, Mahomet, Schantz, Selvage, Sinclair, Sullivan, Tyler, Wolff.

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 registered nurse students only. Offered concurrently with Nur 318. E. Schindler.

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.

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

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

DESCRIPTION OF COURSES

- Nur 322. **Clinical Experience in Obstretical Nursing.** 2-5 hours fall, winter, spring.
Experience in the application of the principles of nursing care to obstetrical patients, including conferences, clinics, care studies, and experiences in the Outpatient Clinic. Laboratory, 15 hours per week. Duncan, Raynes, Chase 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. Berry, Lierman, 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. Berry, Lierman, 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. Brekke, Houston, 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 experience; conferences and care studies. Laboratory, 15 hours per week. Brekke, Houston, and Jones.
- *Nur 331. **Psycho-Social Dynamics in Pediatric Nursing.** 2 hours any term.
Study and application of psycho-social factors in the nursing care of children. Emphasis is on modifications in communication, meaning of relationships, meaning of illness to patient and family, and use of resource persons in the community. Seminars, role-playing, observation studies and selected experiences in community agencies are utilized. Taylor and staff. Not offered 1970-71.
- *Nur 333. **Introduction to Study of Public Health.** 3 hours fall, winter, spring.
Concepts of public health, with emphasis on prevention of communicable and noncommunicable diseases; epidemiological methods of study of health status of groups, utilizing statistical reasoning and graphical presentation of data. Lectures. Johnson, E. Schindler, Osterud, and D. Phillips.
- *Nur 335. **Group Dynamics in Psychiatric Nursing.** 2 hours any term.
Study of selected problems inherent in the field of psychiatric nursing. Student activity is directed toward independent study, discussions, group preparation, as well as group process evaluation. Seminar. D. Schindler. Not offered 1970-71.
- Nur 405. **Reading and Conference.** Any term, hours to be arranged.
- Nur 406. **Special Problems in Nursing.** Any term, hours to be arranged.
- Nur 407. **Seminar in Nursing.** Any term, hours to be arranged.
Provides an opportunity for the study of problems related to nursing.
- Nur 408. **Workshop.** Any term, hours to be arranged.

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

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

Broadens principles of nursing for the continuum of care of adults requiring intervention to promote or restore homeostasis in oxygen-carbon dioxide exchange and fluid and electrolyte balance. Offered concurrently with Nur 412, Cate and staff.

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

Application of principles of nursing process to adults in complex nursing situations associated with acute and long-term deviations in oxygen-carbon dioxide exchange and fluid and electrolyte balance, including utilization of community resources for prevention and follow up care. Independent study. Laboratory 15 hours per week. Blake, Cate, Cory, and Simons.

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

Study of styles, characteristics, and responsibilities of leadership as they contribute to the delivery of health care services. Emphasis is related to formulating criteria and objectives for patient care, utilization of staff and team nursing, the process of supervision, application and evaluation of personnel performance, and research methodology. Offered concurrently with Nur 416, Elhart and staff.

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

Development and application of leadership skills in a clinical setting. Independent selected learning experiences focus on assuming leadership responsibilities in providing direct care to patients and as a leader and member of the health team including conferences. Laboratory, 24 hours per week. Elhart, Colling, Michaelson, and 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. Shattuck.

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

Weekly seminar with topics that are student selected concerning problems and nursing situations involving both patient and staff. Emphasis is on identification of group process and leadership functions. Offered concurrently with Nur 416, Elhart.

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. Patrick.

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 1970-71.

***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 1970-71.

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

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

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

DESCRIPTION OF COURSES

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

Consideration of the steps in planning and developing a program of clinical instruction; methods of evaluating student achievement in clinical nursing practice. 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.

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

Responsibilities of the head nurse; planning effective assignments for personnel; promoting high-quality nursing service. Lectures and group discussion. R. 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. Chase.

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

Contribution of nursing to the development of organized community health services. Methods of investigation and study of current and emerging health needs applied to obtain inferences for planning a nursing program in the comprehensive health plan. Independent study, seminars and workshops. Offered concurrently with Nur 484. Johnson and staff.

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

Application of the principles and skills of nursing, communication, organization, and administration to work with individuals and groups in the community. Supervised experience in selected public health agencies including conferences. 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. G. Binnington, D. Johnson, and staff.

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

Nur 501. Research. Fall, hours to be arranged.

Statistics. Survey of elementary statistical methods, necessary for research, including measurement, central tendency, variability probability, sampling, inference, large sample theory, t, x^2 , F, and nonparametric techniques. S. Goldstein.

Nur 501. Research. Winter, hours to be arranged.

Research Design. Basic concepts of the linear model and its application to the design and analysis of experiments. Topics covered include essentials of matrix algebra, bivariate and multivariate linear regression analysis, introduction to experimental design using repeated and non-repeated measures; the nonparametric model, introduction to univariate scaling theory and implications for the transformation of data. Prerequisite: Nur 501, Statistics, or its equivalent. S. Goldstein.

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

Gregerson.

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

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

Physiological Monitoring.

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

Nur 508. **Workshop.** Fall, winter and spring, hours to be arranged.

Advanced Nursing Practice. Guided experience in a clinical specialty, implementation of nursing care through application of knowledge from basic and social sciences, nursing research and therapies. Laboratory 6 hours per week. Weekly seminars. E. Schindler, M. Patrick.

Nur 509. **Guidance Programs in Schools of Nursing.** 3 hours summer.

The organization of guidance programs in schools of nursing; elements of counseling; personnel policies for student nurses; records and reports. Gregerson.

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

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

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

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

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

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

Nur 548. **Field Work in Supervised Practice Teaching.** 6 hours fall, winter, spring.

Supervised experience in teaching clinical nursing. Evaluation of progress. Weekly seminar. Laboratory 18 hours per week. Consent of faculty adviser. E. Schindler.

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

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; 2 hours. Saslow and Markel. (By consent of faculty adviser only.)



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ADMINISTRA- TION AND FACULTY



*ADMINISTRA-
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FACULTY*

General Administrative Officers

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

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

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

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

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

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

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

A. J. Clemons, Director of Facilities Planning.

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

Richard Herren, Director, Instructional Aids.

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

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

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

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

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

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

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

Caroline H. Pommarene, B.S., Registrar.

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

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

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

*School of Nursing Faculty**

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

Beatrice Berry, M.S., Instructor in Psychiatric Nursing (1969).
B.S. (1968), Oregon; M.S. (1969), California (Berkeley).

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

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

Bonnie Marie Brekke, B.S.N., Instructor in Pediatric Nursing (1969).
B.S.N. (1965), Montana State.

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.

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

Joyce Colling, M.S., Assistant Professor of Medical and Surgical Nursing (1964).
B.S. (1962), M.S. (1964), Oregon.

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

FACULTY

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

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

Marie Grimm Duncan, M.S., Instructor in Maternity Nursing (1967).
Diploma (1960), Marymount College; B.S. (1962), Fort Hayes State College; 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 School of Nursing, Portland; B.S. (1960), Lewis and Clark; M.S. (1962), Oregon.

Marilyn Leach Franklin, M.S., Assistant Professor of Medical and Surgical Nursing (1966).
B.S. (1960), Nebraska; M.S. (1964), 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.

Penelope Hoodenpyle, B.S., Instructor in Medical and Surgical Nursing (1969).
B.S. (1963), Oregon.

Relma Houston, M.S., Instructor in Pediatric Nursing (1969).
Diploma (1947), U. of Kansas; B.S. (1961), Oregon; M.S. (1969), Washington.

Dorothy Johnson, M.A., Associate Professor of Public Health Nursing (1961).
B.S. (1939), California; M.A. (1951), Columbia. Leave of absence 1970-71.

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

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

Letha Mae Lierman, M.S.N., Instructor in Psychiatric Nursing (1968).
B.S. (1964), Oregon; M.S.N. (1966), Catholic University. Leave of absence 1970-1971.

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

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

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

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).

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

ADMINISTRATION AND FACULTY

- Bernice Orwig**, M.A., Associate Professor of Nursing (1961).
B.A. (1932), Willamette; B.S. (1946), Oregon; M.A. (1959), Oregon State.
- Maxine Patrick**, M.S., Professor of Medical and Surgical Nursing (Graduate Program) (1970).
B.S. (1948), Colorado; M.S. (1953), Washington; Dr.P.H. candidate UCLA.
- Marlys Raynes**, M.N., Assistant Professor of Maternity Nursing (1961).
B.S.Ed. (1944), Northern State, Aberdeen, S.D.; B.S. (1949), M.N. (1960), Washington.
- 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., Instructor in 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), 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.
- Carlene Selvage**, B.S.N.E., Instructor in Medical and Surgical Nursing (1968).
Diploma (1956), St. Alexius, Bismarck; B.S.N.E. (1959), Carroll.
- Evelyn Shattuck**, M.S.N., Associate Professor of Nursing (1958).
Diploma (1936), Good Samaritan Hospital, Portland; B.S. (1940), M.S.N. (1947), Washington.
- Norma Aldrich Simon**, M.N., Instructor in Medical and Surgical Nursing (1969).
B.S. (1960), Oregon; M.S. (1968), Washington.
- Helen Sinclair**, M.S., Instructor in Medical and Surgical Nursing (1969).
B.S. (1957), M.S. (1969), Oregon.
- Helen Steyaert**, M.N., Instructor in Public Health Nursing (1969).
Diploma (1943), St. Joseph's Hospital, Vancouver; B.S. (1950), Oregon; M.N. (1952), Washington.
- Mary Patricia Sullivan**, M.S., Instructor in Medical and Surgical Nursing (1967).
Diploma (1962), Sisters Charity School of Nursing, Helena, Mont.; B.S. (1964), Carroll College; M.S. (1967), Montana State.
- Perus Taylor**, M.S., Assistant Professor of Psychiatric Nursing (1968).
Diploma (1954), Tacoma General Hospital; B.S. (1959), Oregon; M.S. (1962), Washington University, St. Louis.
- Winnifred Tyler**, M.S., Assistant Professor of Medical and Surgical Nursing (1957).
B.S. (1942), M.S. (1963), Oregon.
- Sharon Wilder**, M.S., Instructor in Medical and Surgical Nursing (1970).
B.S. (1963), M.S. (1964), Oregon.
- Helen Wolff**, M.S.N., Instructor in Medical and Surgical Nursing (1969).
B.S. (1961), Pacific Lutheran; M.S.N. (1969), Wayne State.

Clinical Faculty

- Gilbert Binnington**, D.Ed., Clinical Instructor in Nursing and Instructor in Education (Portland State University) (1965).
B.S.A. (1951), B.Ed. (1956), University of Saskatchewan; D.Ed. (1965), Oregon.

FACULTY

- 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.
- Esther Jansen**, B.S., Clinical Instructor in Psychiatric Nursing (Oregon State Hospital) (1968).
B.S. (1959), Walla Walla College.
- Shirley Jarrott**, M.N., Clinical Instructor in Psychiatric Nursing, Director of Nursing Education (Oregon State Hospital) (1968).
- Doris Julian**, M.N., Assistant Professor of Maternal Child Health, Project Training Director for Nursing at the University-Affiliated Mental Retardation Center (1969).
Diploma (1947), Hastings; B.S. (1951), M.N. (1966), Washington.
- Evelyn Kidneigh**, M.P.H., Clinical Instructor in Public Health Nursing (Multnomah County Health Department) (1970).
B.S. (1941), M.S.W. (1945), Utah; M.P.H. (1958), Michigan.
- Lee Killam**, M.S., Clinical Associate Professor of Nursing; Director of Nursing, University of Oregon Medical School Hospital (1967).
B.S. (1944), Portland; M.S. (1963), Oregon.
- Elaine Lis**, Ph.D., Associate Professor of Nutrition (Crippled Children's Division) (1966).
A.B. (1945), Mills; Ph.D. (1960), California.
- Ruth Mercer**, M.A., Clinical Instructor in Diet Therapy (1953).
B.A. (1940), Kansas; M.A. (1948), Columbia.
- Helen Murray**, B.S., Clinical Instructor in Public Health Nursing (Marion County Health Department) (1962).
Diploma (1942), Good Samaritan Hospital, Portland; B.S. (1950), P.H.N. (1958), University of Washington.
- Emma Nicholls**, B.S., Clinical Instructor in Nursing, Director of Nursing Service (Physicians and Surgeons Hospital) (1964).
B.S. (1946), Oregon.
- Garnet Oekerman**, M.S., Clinical Instructor Continuation Education (1966).
B.S. (1954), M.S. (1963), Oregon.
- Prasanna Kumar Pati**, M.D., Clinical Instructor in Psychiatric Nursing (Oregon State Hospital) (1968).
M.D. (1949), Utkal University, India; M.S. in Psychiatry (1958), Michigan.
- Bernice A. Peterson**, R.N., P.H.N., Clinical Instructor in Public Health Nursing (Oregon State Board of Health) (1968).
Diploma (1940), Swedish Covenant Hospital (1940), Chicago; P.H.N. (1943), University of Oregon Department of Nursing Education.
- Ruth Peffley**, M.P.H., Clinical Instructor in Public Health Nursing (Oregon State Board of Health) (1960).
Diploma (1928), Evanston Hospital, Evanston, Ill.; B.S., P.H.N. (1948), Oregon; M.P.H. (1953), Minnesota.

ADMINISTRATION AND FACULTY

- 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.
- Bonnie Rich**, M.S., Clinical Instructor in Psychiatric Nursing (Oregon State Hospital (1969). B.S. (1966), Oregon; M.S. (1970), Oregon College of Education.
- 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.
- Ruth Wiens**, M.S., Clinical Instructor in Nursing; Director of Nursing Service, St. Vincent Hospital (1970). Diploma (1949), Lucy Webb Hayes School of Nursing; B.S. (1964), M.S. (1965), 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, N.D.
- Jean Caldwell**, B.S., Medical Nursing. Diploma (1949), University of Oregon Department of Nursing Education; B.S. (1949), Oregon.
- Jane Duncan**, B.S., Emergency Nursing. Diploma (1959), Good Samaritan Hospital, Portland; B.S. (1959), Lewis and Clark.
- Helen Hallberg**, B.S.N., Surgical Nursing. B.S.N. (1962), Iowa.
- C. Joanne Hazel**, B.S., Psychiatric Nursing. Diploma (1964), St. Luke's School of Nursing, Spokane; B.S. (1967), Portland State.
- Mary Hodam**, R.N., Clinical Research Center. Diploma (1948), University of Oregon Department of Nursing Education.
- Ardys Hokeness**, B.S., Nursing Service. Diploma (1951), Minneapolis General Hospital School of Nursing; B.S. (1965), Oregon.
- Joyce Jorgensen**, R.N., Obstetrical Nursing. Diploma (1960), California Lutheran Hospital, Los Angeles.
- 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.
- Emma McWilliams**, R.N., Nursing Service. R.N. (1931), Swift Current Hospital, Swift Current, Sask.
- Le Ann Poole**, R.N., Surgical Nursing. Diploma (1948), Trinity School of Nursing, Jamestown, N.D.

Jean Schropfer, B.S., Medical Nursing.

Diploma (1952), B.S. (1953), Nebraska.

Shirley Schumann, R.N., Medical Nursing.

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

Bernice Setere, B.S., Surgical Nursing.

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

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

Marion Allan, R.N., Assistant Night Supervisor.

Diploma (1944), St. Michael's Hospital, Toronto.

Esther Appleman, R.N., Nursing Instructor, Staff Development.

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

Evelyn Barton, R.N., Night Supervisor.

Diploma (1930), Multnomah Hospital, Portland.

Wanda Belle Burge, B.S., Surgical Nursing.

B.S. (1958), Northwestern.

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

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

Lucille Dorris, R.N., Medical Nursing.

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

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

B.S. (1947), Hamline.

Norma Krafthefer, R.N., Assistant Night Supervisor.

Diploma (1958), Providence Hospital, Portland.

Kathryn Lantz, R.N., Post-Operative Nursing.

Diploma (1964), Nebraska Methodist Hospital.

Joanna Mally, B.S., Nursing Instructor, Staff Development.

B.S. (1952), Washington.

Evon Marks, R.N., Pediatric Nursing.

Diploma (1960), Good Samaritan Hospital, Portland.

Francis Lucille Mullin, B.S., Operating Room Nursing.

B.S. (1960), Washington.

ADMINISTRATION AND FACULTY

- Marion Page**, R.N., Evening Supervisor.
Diploma (1964), Sacred Heart Hospital, Spokane.
- Sarah Peterson**, R.N., Psychiatric Nursing Supervisor.
Diploma (1947), University of Oregon Department of Nursing Education.
- Sarah Rich**, B.S., Pediatric Nursing.
B.S. (1961), Oregon.
- Viola Robinson**, B.S., Nursing Instructor, Staff Development.
B.S. (1957), Oregon.
- Sylvia Sather**, B.S., Assistant Director.
Diploma (1957), St. Luke's Hospital, Fargo, N.D.; B.S. (1966), Oregon.
- Rosella Schmidt**, B.S., Assistant Director.
Diploma (1959), Bethel Deaconess, Newton, Kansas; B.S. (1961), Oregon.
- Ruth Simpson**, R.N., Central Service.
Diploma (1939), Berlin, Germany.
- Maxine Carol Sutton**, R.N., Surgical Nursing.
Diploma (1952), Immanuel Hospital, Omaha, Neb.
- Florence Sweeney**, R.N., Patient Services Manager.
Diploma (1931), St. Vincent Hospital, Portland.
- Janet Teaff**, R.N., Assistant Evening Supervisor.
Diploma (1958), Allegheny General Hospital, Pennsylvania.
- Virginia Tomasoski**, R.N., Surgical Nursing.
Diploma (1962), Henry Ford Hospital.
- Joan Weaver**, R.N., Assistant Evening Supervisor.
Diploma (1955), University of Iowa, Iowa City.
- Betty Weible**, B.S., Supervisor Pediatric Nursing.
Diploma (1947), Emanuel Hospital, Portland; B.S. (1955), University of Washington.

Outpatient Clinic Services

- Nancy Beshear**, B.S., Dietary Department.
B.S. (1945), Cornell; Dietetic Internship (1945), Michael Reese, Hospital, Chicago.
- Honora Ediger**, R.N., Otolaryngology.
Diploma (1947), Saskatoon City Hospital, Canada.
- Nellie Jacob**, B.S., Surgical Nursing.
B.S. (1943), Portland.
- Myrtle Jonasson**, R.N., Pediatrics.
Diploma (1941), Emanuel Hospital, Portland.
- Ruth Kuns**, R.N., Obstetrical and Gynecological Nursing.
Diploma (1938), Christ Hospital, Cincinnati.
- Mary J. McEntire**, R.N., Medical Nursing.
Diploma (1939), St. Anthony Hospital, Pendleton.
- Betty Rairdan**, R.N., Dermatology.
Diploma (1967), Emanuel Hospital, Portland.
- Carlene Squires**, R.N., Ophthalmology Department.
Diploma (1939), St. Mary's Hospital School of Nursing, Evansville, Ind.

Physicians and Surgeons Hospital

- Isabelle McSkimming Dunford**, R.N., Operating Room.
Diploma (1948), Good Samaritan Hospital, Portland.

FACULTY

Helen Hansen, R.N., Medical Surgical Supervisor.
Diploma (1939), University of Oregon Department of Nursing Education.

Vivienen Huffman, B.S., Supervisor, Operating Room.
B.S. (1948), Oregon.

Evelyn Kaparich, R.N., Medical Surgical Supervisor.
Diploma (1937), Emanuel Hospital.

Ida Sergeant, R.N., Medical Surgical.
Diploma (1937), University of Oregon Department of Nursing Education.

St. Vincent Hospital

Martha Newman, M.S.N., Unit Director, Maternity Service.
B.S. (1956), Cincinnati; M.S.N. (1965), Cincinnati.

Elfrieda Perry, B.S., Head Nurse, Labor and Delivery.
B.S. (1942), Portland.

Lillian Runtz, R.N., Head of Nursery.
Diploma (1930), 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.

Veterans Administration Hospital

Ruth Bautista, B.S., Head Nurse, Cardiology Service.
B.S. (1958), Wagner College, New York.

Marguerite Ingle, B.S., Associate Chief Nursing Service for Education.
Diploma (1942), Christ's Hospital School of Nursing, Topeka, Kansas; B.S. (1951), Oregon.

Louise X. Kinney, B.S., Surgical Supervisor.
Diploma (1943), San Bernardino County Hospital; B.S. (1949), San Francisco College for Women.

Margaret E. Mangan, B.S., Head Nurse, Surgical Unit.
B.S. (1949), Washington.

Patricia Moorman, R.N., Head Nurse, Surgical Intensive Care.
Diploma (1959), Providence Hospital, Portland.

Ruby M. Nagler, B.A., Chief Nursing Service.
B.A. (1941), Milton College; Diploma (1946), Milwaukee County Hospital.

Frances R. Smith, B.S., Medical 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.E. N.Ed. (1955), Walla Walla.

ADMINISTRATION AND FACULTY

Lecturers, Medical School Faculty

- Ralph C. Benson**, M.D., Professor of Obstetrics and Gynecology; Chairman of Department ((1956).
B.A. (1932), Lehigh; M.D. (1936), Johns Hopkins.
- Rose Mary Bocek**, Ph.D., Assistant Professor of Biochemistry (Primate Center) (1957).
B.S. (1946), Marylhurst; M.S. (1954), Ph.D. (1964), Oregon.
- Douglas R. Bottomly**, M.D., Clinical Instructor in Psychiatry (1968).
B.S. (1953), Carroll; M.D. (1957), St. Louis.
- John M. Brookhart**, Ph.D., Professor of Physiology; Chairman of Department (1949).
B.S. (1935), M.S. (1936), Ph.D. (1939), Michigan.
- Robert E. Brummett**, Ph.D., Assistant Professor of Otolaryngology and Pharmacology (1964).
B.S. (1959), M.S. (1960), Oregon State; Ph.D. (1964), Oregon.
- David D. DeWeese**, M.D., Professor of Otolaryngology; Chairman of Department (1944).
A.B. (1934), M.D. (1938), Michigan.
- Kaye E. Fox**, Ph.D., Assistant Professor of Pharmacology (1964).
B.S. (1954), Michigan; Ph.D. (1964), Stanford.
- Arthur W. Frisch**, M.D., Ph.D., Professor of Microbiology; Chairman of Department (1946).
B.A. (1931), M.A. (1933), Ph.D. (1937), Wisconsin.
- John D. Gabourel**, Ph.D., Associate Professor of Pharmacology (1964).
B.S. (1950), California; M.S. (1951), San Francisco; Ph.D. (1957), Rochester.
- Richard L. Grant**, M.D., Assistant Professor of Psychiatry (1966).
B.A. (1955), DePauw; M.D. (1959), M.A. (1961), Chicago.
- Leslie W. Hunter**, M.S.W., Director, Medical Social Service Department; Associate Professor (1965).
M.A. (1944), Royal Hungarian Peter Pazmany University (Budapest); M.S.W. (1956), Southern California.
- Stanley W. Jacob**, M.D., Associate Professor of Surgery (1959).
B.A. (1945), M.D. (1948), Ohio State.
- Richard T. Jones**, M.D., Ph.D., Professor of Biochemistry; Chairman of Department (1961).
B.S. (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.
- Howard P. Lewis**, M.D., Dr. Lawrence Selling Professor of Medicine; Chairman of Department (1932).
B.S. (1924), Oregon State; M.D. (1930), Oregon.
- Joseph Matarazzo**, Ph.D., Professor of Medical Psychology; Chairman of Department (1957).
B.A. (1946), Brown; M.S. (1950), Ph.D. (1952), Northwestern.
- Elton L. McCawley**, Ph.D., Professor of Pharmacology (1949).
A.B. (1938), M.S. (1939), Ph.D. (1942), California.
- Ernest A. Meyer**, Sc.D., Associate Professor of Microbiology (1958).
A.B. (1949), California; M.S. (1953), Purdue; Sc.D. (1958), Johns Hopkins.

FACULTY

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

M.D. (1947), Western Reserve.

Richard W. Olmsted, M.D., Professor of Pediatrics; Chairman of Department (1962).

B.A. (1941), Dartmouth; M.D. (1944), Harvard.

Harold T. Osterud, M.D., Professor of Public Health and Preventive Medicine; Chairman of Department (1961).

B.S. (1944), Randolph-Macon; M.D. (1947), Medical College of Virginia; M.P.H. (1951), North Carolina.

Anthony A. Pearson, Ph.D., Professor of Anatomy; Chairman of Department (1946).

B.S. (1928), Furman; M.A. (1930), Ph.D. (1933), Michigan.

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

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

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

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

Arlen Quan, M.D., Assistant Professor of Psychiatry (1964).

B.A. (1955), Reed; M.D. (1957), Oregon.

John Clarence Roth, M.D., Professor of Anesthesiology and Associate Professor of Pharmacology (1957).

A.B. (1947), Willamette; M.D. (1957), Oregon.

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

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

James T. Speros, M.D., Professor of Medicine (1940).

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

Agnar A. Straumfjord, M.D., Associate Professor of Psychiatry; 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.

Residence Supervisors

Vivien Hawson, Residence Director.

Martha Grady, Housemother.

Martha Jasprika, Housemother.

Helen Johnson, Housemother.

Virginia Nelson, Housemother.

Frances Rodgers, Housemother.



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ENROLLMENT
AND DEGREES



*ENROLLMENT
AND DEGREES*

Degrees Conferred June 1969

Master of Science

Carol Patricia Julian
Loretta C. Lorentz
Coba Caffall Rasmussen
Judith Marlene Sandilands

Donna Lee Schantz
Helen Wirostek Sinclair
Dianna Rae Gentry Van Eaton

Bachelor of Science

Jerrie Lea Allison
Beth Ann Rauscher Armstrong
Laura Borders Baldwin
Nancy Lou Bateman
Carolyn Ann Bawden
Frances Kay Berg
Sharon Kay Billing
Sandra Lee Coffield Blakeslee
Marsha Lynn Blum
Pattie Aletha Patzold Boyes
Lynette Ann Bozich
Linda Ann Briggs
Janice Annette Brill
Betty Ladean Burkhead
Mary Elaine Burris
Deborah Ann Campbell
Patricia Lillian Chadwick
Katherine Chavigny
Karen Rose Clark
Glenna Marie Clemens
Linda Rae Hoag Cochell
Billie Lee Cole
Leslie Hannah Currin
Alice Louise Dahlen
Lissy Christine Dolezal
Patricia Noel Downer
Janet Carol Eakin
Nancy Noble Erovick
Jeanette Marie Bunke Eyman
Margaret Elaine Feldt
Linda Lou Fisher
Dianne Louise Flint
Diane Gail Froude
Janet Lenore Froude
Eileen Mae Gavin
Helen Marie Guiss
Harriette Marcele Hall
Patricia Lyn Egan Hertzman
Nell Sorenson Hickok
Lynda Joyce Hironaka
Judy Elizabeth Snow Hopkins
Loretta Clontha Britt Hopkins
Marilee Gail Ingle
Karen Anne Jakes
Linda Diane Johnson

Wendy Sue Joseph
Marion Clara Williams Keefer
Joann K. King
Mavis Jean Kliewer
Barbara Jean Radmilovich Krygier
Karen Lucinda Kyllo
Mary Louise Laird
Shirley Rae Lamphere
Mary Anne Leineweber
Linda Lee Kostuch Lindsay
Sharon Linda Lord
Betty Arlene Grimm Lusetti
Harriett Ann Simon McClure
Janet Sue McCurdy
Janice Betzer McLain
Jean Arlene Meyer
Darthula Webb Miller
Helen Virginia Mitchell
Judith Parsons Moore
Sharon Kay Nease
Dorothy Ann Nichols
Wilma Chiyomi Nojiri
Patricia Jean Oliver
Cassa B. Orcutt
Loretta June Oskolkoff
Susan Elizabeth Pearce
Wilma Gaylene Pope
Joan Leslie Pieper Ramsdell
Elizabeth Ann Raynor
Marie Helen Reitz
Margaret Jane Roberts
Pamela Esther Rundberg
Gretchen Louise Rust
Jeanne Salade
Thelma Joy Samuelsen
Nancy Lee Williamson Sanders
Beth Marie Lindsay Schleichert
Billie L. Seger
Elizabeth Jane Fuennning Shike
Carol Jean Slaymaker
Rita May Boyce Synder
Martha Sue Spry
Sharon Ann St. John
Rosa Lee Hughes Taylor
Marilyn Jean Tinkle

ENROLLMENT

Diana Dale Tregoning
Karen Beth Vibbert
Claine Jeanette Steen Vick
Sharon Diane Vincent
Jancy Lee Wald
Diane Rae Pettyjohn Walhood

Margaret Ann Nelson Wauer
Toni Elizabeth Welborn
Danna Lynn Williamson
Jean Louise Willis
Jane Anne Wisser
H. Anne Young

Summary of Enrollment, 1968-69

Bachelor of Science :

Basic students	325
Registered nurse students	31
Master of Science in Nursing Education students	31
	387

