Portland Division

Humanities and Social Sciences Department

The Humanities and Social Science (HSS) Department has four full-time faculty members, one each in anthropology/sociology, English, philosophy, and psychology. The department is responsible for reviewing the credentials, evaluating, and recommending employment of HSS adjuncts.

These faculty members hold concurrent appointments in Linfield departments associated with their respective academic disciplines. Maintaining these affiliations is especially important for consultations about curricular offerings. After seeking advice on discipline-based courses from the appropriate allied department, the HSS Department passes its curricular recommendations directly to the Curriculum Committee.

The HSS faculty teach required and elective courses. They also help oversee a minor in Health Care Ethics.

Faculty
Mary Lee Nitschke, Chairperson, Professor of Psychology; B.A. Wichita State University; M.A., Ph.D. Michigan State University
William Bestor, Associate Professor of Anthropology; B.A. Yale University; M.A., Ph.D. Harvard University
Robin Lawton, Professor of English; B.A. University of Natal; M.A. University of Portland
John Thomas, Associate Professor of Philosophy; B.S. Portland State University; M.A. University of Washington, University of Missouri; Ph.D. University of Edinburgh

Health Sciences Major

Mission
The mission of the Health Sciences major is to provide a comprehensive program of study of the concepts of health, health care, and health care delivery in the U.S. and throughout the world. The major prepares graduates to understand the human perception of health from a cultural, psychological, natural, organizational, and environmental perspective. The mission is in concert with the college's mission to provide "students with the opportunity to understand their world through a study of their heritage, contact with other cultures, exploration of the sciences and the arts, the experience of living and working in and community, and investigation of current critical issues."

Curriculum
The Health Sciences interdisciplinary major was designed to provide a cogent course of study that has breadth and depth. The major is comprised of coursework from biology, chemistry, mathematics, social and behavioral sciences, health care administrative and policy sciences, world health, and philosophy.

Courses are sequenced throughout a student's four years of study, with one major course required each semester beginning in the first year. Majors automatically qualify for a minor in Biology upon completion. The major was designed so that students complete two semesters of chemistry in the first year; two semesters of biology in the sophomore year; two semesters of anatomy and physiology in the junior year; two semesters of research methods in the junior year; one semester of microbiology in the junior year; and a final sequence of health leadership and management, health care in America, comparative health care systems, health care ethics, and a senior seminar in health sciences during the junior and senior years. The major culminates in an internship in health sciences.
The depth of the major comes through three dimensions: health sciences electives (upper division) that are chosen by students in consultation with their academic advisor; a two-semester research methods sequence in the junior year that leads to a thesis or published work in an area of student interest in the health sciences; and a senior year capstone course that brings together topics, issues, and concepts from the several courses defining the major.

Synthesis of learning is most aptly demonstrated in the junior and senior year in the Research Methods I and II courses, which culminate in a published work. These courses require students to learn the research process as it applies to the health sciences. Students produce an original thesis or project paper and present their findings in a public forum. Library research is a significant component of the final product.

All senior level courses are designed as writing-intensive, where students write papers of seven to ten pages, synthesizing concepts learned in the various courses into more in-depth analysis of issues related to health sciences. The comparative health care course requires both the papers of ten to twenty pages in length as well as two 45-minute presentations on issues related to world health. The senior seminar is team taught by several faculty from the various disciplines supporting the major and requires synthesis of thoughts, ideas, theories, and concepts from the various disciplines into a critical analysis of issues related to health, health care, and health care delivery in the U.S. and/or abroad. All major and senior level courses have a component that requires use of electronic on-line research and library research.

The Health Sciences major incorporates involvement with the library and electronic learning center in three ways: directly, indirectly through the two existing departments, and through library participation in courses offered in the major. The two departments that support courses offered in the major work with the Portland Campus librarian each year to order new books, journals, and other periodicals. The director of Health Sciences has a budget and orders books, yearly, after consultation with departments and the library. The librarian guest lectures each year in a senior level course in career and life planning. The junior and senior level courses in research methods, comparative health systems, and the seminar in health sciences all require that faculty coordinate research activities with the librarian. She will work with the faculty to ensure resources are available for student use when assignments are developed for these courses. The Health Sciences major views the library as not only a knowledge resource but as a collaborative resource in the development of better courses.

All senior level courses in Health Sciences are writing-intensive and require significant library research. Finally, the Portland Campus librarian serves as a resource for students in their attempt to find specific knowledge required for their research efforts or class projects.

**Assessment**

Major assessment of the Health Sciences major occurs in a two-day yearly planning and evaluation retreat held each summer. The curriculum is assessed by a Health Sciences Program Committee, with members drawn from the Health Sciences faculty, Science faculty, Humanities and Social Sciences faculty, and Nursing faculty, as well as the director of the Portland Campus, student representatives, and the science laboratory coordinators. At that time, the internship evaluations are reviewed, a report on trends and changes in the work environment is presented (generally with input from the director of admissions, who attends the faculty retreat), and the curriculum is revisited. Faculty advisors to Health Sciences students are asked for input regarding problems students may have had during the year. This input is used to improve the program for the coming year. The director of Health Sciences provides a report on work place trends, future student needs regarding coursework and course content, and the general state of the major. New course offerings are approved for submission to the Curriculum Committee only after review by the Health Sciences Program Committee.

Electronic communication with former graduates allows for an immediate evaluation of a graduate's progress. Former graduates are interviewed as to areas of curriculum, improvement, enhancement, and elimination. For example, when it became clear that graduates, based on work
experience, supported a course in health care administration, such a course was designed and incorporated into the major in 1997-98. Other courses are modified in light of alumni feedback.

Faculty who teach in the major share syllabi and other course materials and generally spend one day of the two-day planning workshop on course development. Health Sciences students are invited to participate in the workshop.

During the academic year, faculty from the two departments supporting the major are able to work with the director to ensure that new courses are offered and that faculty have had input into their development and approval. Generally, the Health Sciences Program Committee meets at least once each semester to deal with educational program assessment. In all decisions regarding the major, the faculty have a central role in planning and evaluating the program.

The Health Sciences Program publishes in the Linfield catalog the broadly defined expected learning outcomes for its majors. The learning outcomes are further outlined in the materials published by the program that more fully describe the major.

Along with successful completion of the courses in the major, mastery in the first year is measured by successful completion of Colloquium and the Inquiry Seminar. Mastery at the junior level is measured by successful completion of the two research methods courses, with the completion and defense of a thesis or research project. The internship evaluation demonstrates that students who complete their programs have achieved these outcomes, as measured by an internship mentor.

Student evaluations and the evidence discussed above are used during the yearly planning and evaluation workshop to improve the major for the future. Courses where problems have been reported by students are generally reviewed. Where feedback is available to improve teaching, this feedback is discussed with the faculty member involved. In some cases, courses are reassigned to other faculty if such reassignment will result in improvement of the course. For example, the course in comparative health care systems was reassigned by the program director after a survey of the majors suggested that such a change was warranted. The change resulted in a significant improvement in the perceived quality of the course, with students in the following year reporting that they had learned more in the course than did students in the previous year.

**Faculty**
Tim Baker, Assistant Professor; Director of Health Sciences; B.S. Linfield College; M.P.A., Ph.D.
Portland State University

The concept of Quality Improvement (QI) is a philosophy that is being incorporated into the courses that comprise the Health Sciences major. As such, weekly QI feedback evaluations are used by some faculty so that improvements in the courses can occur while the course is still being taught rather than after the course is over. This will help with more rapid improvement in the program than presently exists. While this method of evaluation is currently optional, it will be proposed for adoption by all faculty who teach in the major.

Advising for Health Sciences majors is conducted by three faculty members from the Department of Science. Generally, all three serve to “team” advise students throughout their four-year experience in the program. These three faculty members work with the director of admissions on transfer students to ensure they have the necessary requirements for transfer into the major. The director of the program works with the dean of students on the Portland Campus regarding trends in employment, career and life planning, internship development and placement, and feedback to the admissions office, as well as in organizing the yearly planning and evaluation workshop.

This interdisciplinary major is comprised of faculty from the following disciplines: biology, chemistry, psychology, sociology and anthropology, philosophy, public policy, health administration, and/or environmental sciences.
While the major has only one full-time faculty member, the program draws from an interdisciplinary faculty of seven members to serve a full-time enrollment of 25 majors. All faculty are full time and, with one exception (a Ph.D. ABD), all have their doctorate degrees.

Travel courses are approved by the Health Sciences Program Committee using the same criteria as on-campus courses. Travel abroad courses must require a classroom component, a graded written paper (incorporating library research), and a travel journal that is built around clear grading criteria. Participation in learning activities during the travel course is required of all students. They are graded A - F. Such courses are under control of the major but are now administered by the International Programs Office on the McMinnville Campus.

Linfield-Good Samaritan School of Nursing

Mission

The philosophy of the School of Nursing is consonant with the mission statement of Linfield College. We are proud that our majors participate in the same general education (Linfield Curriculum) program as students elsewhere in the college, thereby "promoting study of the liberal arts as the unifying basis of all learning." The school is committed to the preparation of individuals for professional nursing practice as generalists. The faculty of the school accept teaching as their primary responsibility with professional achievement and service as integral parts of the educational process.

Curriculum

Following three years of deliberation, assessment, and study of curricula at other colleges, the Nursing faculty revised its major program. The Faculty Assembly approved the new curriculum in spring of 1998, but the college will not see students graduating under it until 2002. Accordingly, the new curriculum—with a focus on wellness, critical thinking, and community nursing—is on display (Exhibit II-15). The new curriculum extends over four years, with multiple entry and exit points. Each nursing course is taught fall and spring semester, providing more flexibility to a student who takes a leave for a semester. Unless otherwise noted, the self-study discusses the "old" curriculum under which most current Linfield students will graduate.

The Bachelor of Science in Nursing curriculum has a strong base in the physical and social sciences and the humanities that is consistent with liberal arts education at Linfield College, and supports clinical health care practice within an evolving contemporary and global society. Teaching strategies in the curriculum are varied in order to accommodate the diverse backgrounds, experiences, and learning styles of students, to build on the liberal arts foundation, to promote personal and professional growth, and to facilitate development of skills in critical thinking, communication, and therapeutic intervention. Clinical experiences offer students the opportunity to practice psychomotor skills, develop clinical judgment, collaborate with other health care professionals, and manage the care of clients.

Of the 131 semester credits (125 in the new curriculum) required for the Bachelor of Science in Nursing degree, 74 semester credit hours are in the humanities, social and physical sciences, and paracurriculars. These courses promote an understanding of the liberal arts as a unifying basis of all learning. Students learn to write effectively; encounter the fine arts, literary, and historical works; examine religious or philosophical frameworks; explore the physical and biological sciences; and engage in meaningful leisure activities. Through these learning experiences, students develop a better understanding of their world and assume political as well as social responsibility essential for constructive citizenship.

The curriculum is divided into three consecutive levels, culminating in the achievement of the curriculum outcomes. Pervasive concepts (people, health, professional nursing, and education) permeate the curriculum, are consistently reinforced, and serve to unify and integrate the curriculum. The concepts remain the same but behaviors change as students become more skilled. Progressive
Concepts (nursing care and client in society) support the idea of sequential learning. These concepts are content oriented, are experienced in an additive way, and thus order the curriculum. (See Exhibit, II-16, Linfield-Good Samaritan School of Nursing Student Handbook, pp. 1-16).

There are 57 semester credit hours of required nursing courses: eight credit hours occur at the lower division level, 47 credit hours occur at the upper division level, and two credit hours (the nursing elective) may occur at either the lower division or the upper division level. The nursing elective course provides an opportunity for students to study areas of special interest. Nursing students also have the option of participating in January Term, which offers an opportunity for students and faculty members to engage in innovative and multidisciplinary courses beyond the standard required curriculum.

Nursing students are required to understand and be able to use library and information systems. Students must demonstrate computer literacy before graduation. Examples of curriculum expectations requiring these skills include, but are not limited to: data base searches for research projects and papers, class preparation, and clinical application of research; interactive video disc laboratory exercises; CD-ROM and computer assisted learning modules; and health care data access from hospital information systems. Nursing courses that meet the general education requirements are American Family Experience (Inquiry Seminar and American Pluralisms); Community Health Nursing (writing-intensive); Cultural Diversity in Nursing (Individuals, Systems, and Societies); Domestic Violence: A Public Health Issue (Inquiry Seminar and Individuals, Systems, and Societies); Evolution of Nursing (Vital Past); Health Care Perspectives in Death and Dying (Ultimate Questions); and Leadership and Management in Nursing (writing-intensive).

In order to maintain effective advising, each student is assigned a Nursing faculty member as an advisor upon entering the Nursing Program as a sophomore. Students may change advisors at any time. To facilitate regular meetings between advisor and advisee, registration forms require advisor signature.

Faculty are supported in their advising role by the Portland Campus director of records and registration and the dean of the School of Nursing through regular communications regarding advising changes and issues. In addition, the Nursing Admissions and Progression Committee reviews outstanding coursework, progression decisions, and grade point average on a regular basis. The committee works in collaboration with the advisor on such issues.

**Assessment**

Since the inception of the Linfield-Good Samaritan School of Nursing (which is synonymous with the Nursing Department), comprehensive systematic evaluation of the program has been ongoing, and is considered an integral part of the refinements of the program. Each program component has been reviewed in relation to the mission of the college; the nursing school's philosophy, goals, and eight curriculum objectives; and applicable standards for nursing practice.

Data are routinely collected on curriculum. These data include: a) congruence of school's curriculum objectives, goals, and philosophy with the mission statement for the college; b) collaboration with community nurse experts to provide data concerning current trends in clinical nursing practice and research; c) recommendations from the Nursing School's Curriculum Committee to Nursing faculty regarding the School's curriculum objectives, goals, and philosophy to determine congruence with faculty beliefs and current trends and needs in nursing education; d) collection of statistics on graduation rates, students at-risk, or students who drop out/stop out; e) completion of Student Appraisal of Course and Clinical Site Evaluation by Faculty forms; f) completion of Senior Evaluation of Nursing Program questionnaire; g) completion of Linfield College Graduate Follow-up Survey and Alumni Evaluation of Nursing Program questionnaire; h) review of new or revised course syllabi to determine the achievement of curriculum objectives in relation to the school's goals and philosophy, as well as the mission statement of Linfield College; i) analysis of senior outcome measures (California Critical Thinking Cognitive Skills Test, the California Critical Thinking Disposition Inventory, the Senior Critical Thinking Essay, achievement of computer literacy, passing score on
standardized computer examination [EXAMCO], and pass rates on the National Council Licensure Examination for Registered Nurses [NCLEX-RN]).

A fully implemented evaluation plan, reviewed periodically, codifies the evaluation process. The Nursing School's evaluation plan includes the outcome area of evaluation, the responsibility center, the methods and measures used for evaluation, a timeline for action by responsible persons involved in the process, analysis and application, and use of the data or changes made as necessary. The evaluation plan itself is monitored on an ongoing basis and revised as necessary.

The Nursing School's faculty and administrators regularly use the evaluation process to validate program achievements and identify areas to be improved and strengthened. Program refinements are based on evaluative data. The Nursing faculty are committed to excellence, both in teaching and the practice of professional nursing. They affirm the role of evaluation in achieving excellence, and recognize that evaluation is a continual and systematic part of the program.

When in February of 1998, the Faculty Assembly approved the new Nursing curriculum, the change was in response to Nursing faculty vision, national nursing education trends, focus group feedback (from students, faculty, community experts), written evaluations, and various faculty forums. Throughout the curriculum revision process, faculty have referred back to evaluation data to support proposed changes. For example, an analysis of other B.S.N. programs revealed that the majority of schools incorporate pharmacology and pathophysiology into nursing courses.

Other examples of how nursing faculty have used evaluation data to plan curriculum changes include revising pedagogical approaches in theory, laboratory, and clinical teaching. Faculty stress class activities that promote active participation, student debate, and critical thinking rather than rely on traditional lecture.

Committee structures within the Linfield-Good Samaritan School of Nursing foster faculty involvement in all aspects of evaluation and planning. Nursing accreditation agencies have values assessment and planning to maintain the quality of the educational program. The school is fully accredited, having been granted the maximum eight year award, by the Oregon State Board of Nursing, the American Association of Colleges of Nursing Commission on Collegiate Nursing Education, and the National League for Nursing Accrediting Commission.

Courses taught in January Term and summer session are taught intensively, but still require the same number of theory and clinical hours as when taught in fall or spring semester. One theory hour equals 14 contact hours. One clinical credit equals three contact hours, totaling 42 clinical hours.

The Portland Campus librarian is a member of the Nursing Department and thereby receives all agendas and minutes of departmental business. This allows her to know what directions the department is taking (for example, increased emphasis on culture, ethics, holism, and gerontology). Although formal evaluation is not in place, informal evaluation is ongoing. For example, based on the change in library information systems, students and faculty can now access multiple data bases within and outside of Linfield.

Faculty
Pamela Harris, Dean and Associate Professor; B.S., M.N. University of California, Los Angeles; Ph.D. University of Oregon
Sue Butell, Associate Professor; B.S.N. University of Washington; M.S. University of Utah
Jana Doughty, Associate Professor; B.S. Humboldt State University; M.S. Georgetown University
Linda Eddy, Associate Professor; B.S. Oregon Institute of Technology; M.S.N. California State University, Long Beach; Ph.D. Oregon State University
Vivian Tong Edell, Associate Professor; B.S.N. San Francisco State University; M.N. University of California, Los Angeles
Beverly Epeneter, Associate Professor; B.S.N., M.N. Oregon Health Sciences University
Rod Galen, Associate Professor; B.S.N., M.N., Ph.D. Oregon Health Sciences University
Noreen Johanson, Professor; B.S.N., M.S.N. University of Illinois; Ed.D. Loyola University
Cheryl H. Langford, Associate Professor; B.S.N. Mississippi College; M.S.N. University of Texas Health Science Center
Barbara May, Associate Professor; B.S.N., M.S.N. Montana State University; Ph.D. Oregon Health Sciences University
Diane Pyle, Associate Professor; B.S.N. State University of New York; M.S.N. University of Portland
Joan Perry Radke, Associate Professor; B.S.N. Oregon Health Sciences University; M.S.N. University of California, San Francisco
Donna Routh, Associate Professor; B.S. University of San Francisco; M. N. Oregon Health Sciences University
Kathleen M. Sims, Associate Professor; B.S.N. University of Oregon; M.N. Oregon Health Sciences University
Marian J. Tews, Associate Professor; B.S.N. University of Portland; M.S.N. Ed. University of Oregon; M.H.S. University of California, Davis
Steven R. Toussaint, Associate Professor; B.S.N. Berea College; M.S.N. University of Kentucky
Diane Bradstreet Welch, Associate Professor; B.S., M.S.N. University of Portland
Pamela L. Wheeler, Assistant Professor; B.S.N. University of Oregon; M.S.N. Marquette University; Ph.D. Portland State University
Peggy Wros, Associate Professor; B.S.N. University of Wisconsin; M.S.N. Marquette University; Ph.D. Oregon Health Sciences University

There are 18 full-time Nursing faculty as well as two full-time and two .8 FTE Nursing administrators, all of whom hold degrees appropriate to their teaching assignments or administrative roles. Nursing faculty have educational and clinical expertise in the areas where they teach. All Nursing faculty have a minimum of a master’s degree, and 50 percent have or are obtaining doctorates. The master’s degree in Nursing is the terminal degree at Linfield; the doctorate will be the terminal degree in the 2005-2006 academic year. All Nursing faculty and administrators are licensed registered nurses. All are “Basic Life Support and Health Care Provider Cardiopulmonary Resuscitation” certified annually by the American Heart Association. Two are family nurse practitioners, two are psych-mental health practitioners, one is a clinical psychologist candidate, two are community health nurses, several are clinical nurse specialists in gerontology, family violence, parish nursing, and maternal child care. One is certified in holistic nursing and one is certified as an international lactation consultant.

Science Department

As with the Humanities and Social Science Department on the Portland Campus, the Science Department was created in 1996-97. The department presently has five members: three biologists, a chemist, and a health scientist. The faculty have responsibility for the science portion of the Linfield Curriculum, along with additional support courses for the Nursing and Health Sciences majors.

The department is responsible for reviewing the credentials and recommending employment of adjuncts in biology, chemistry, and statistics. With the exception of the faculty member in Health Sciences, members of the department continue to hold concurrent appointments in those Linfield departments associated with their respective academic disciplines. After seeking advice on discipline-based courses from the appropriate allied department, the Science Department passes its curricular recommendations directly to the college Curriculum Committee.
Faculty
Deborah Canepa, Chairperson, Associate Professor of Biology; B.S. Eastern Mennonite College; Ph.D. Oregon Health Sciences University
Daniel Love, Visiting Assistant Professor of Chemistry; B.S. Reed College; M.S. University of Portland; Ph.D. Pennsylvania State University
Jack L. Keyes, Professor of Biology; B.A. Linfield College; Ph.D. University of Oregon
William J. Weaver, Associate Professor of Biology; B.S. College of Idaho; M.S., Ph.D. University of Oregon