

**Inter American University of Puerto Rico  
San Germán Campus  
School of Nursing and Health Sciences**

# Nursing Student Information Handbook

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## **Nursing Program**



Revised  
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# INTRODUCTION

The present document comprises the San Germán Campus' Nursing Student Information Handbook. Its purpose is to be a source of information about the program, the academic standards, and what is the appropriate behavior for the nursing student. This document is aligned with the General Catalogue and the General Student Regulations. It comprises the nursing student's responsibilities and rights at the program level.

In its first part, a summary of academic information is presented. It includes the mission, philosophy, conceptual framework, program goals and competencies, major's course descriptions, program requirements, curriculum sequence, student support services, and students' recognitions at the departmental level. The second part offers a summary of the policies, rules, procedures, laws, regulations, and requirements that affect the student. The third part describes faculty expectations on managing situations that may arise at the departmental level or at the clinical practice setting or agency.

It is the student's responsibility to know the sources of information that will allow him or her to maintain an effective relationship with the campus collaborators. For this reason, they must obtain a copy of the General Catalog, the General Students Regulations, and the Nursing Student Information Handbook, which are all available at the San Germán Campus Website. In addition, the student should keep informed with the announcements posted on the bulletin boards throughout the campus. The Nursing Student Information Handbook is given with acknowledgment of receipt upon admission or readmission to the Program. It is the student's responsibility to read and have at hand to familiarize him/herself with the program and its normative aspects. It is an obligation and a responsibility to observe the rules included in this document.

*The Baccalaureate of Sciences in Nursing degree program at Inter American University of Puerto Rico, San Germán Campus Nursing Program is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).*

## FIRST PART

### ACADEMIC INFORMATION

#### The Nursing Program

The Nursing Program of the Inter American University of Puerto Rico, San Germán Campus, was founded in 1979. It was regarded as the Department of Nursing until 1999. In that year, the San Germán Campus carried out an academic restructuring that resulted in the fusion of similar programs. As a result, the Department of Nursing and Health Sciences was established, and health related programs were integrated. In 2015 the Department of Health Sciences was restructured into The School of Nursing and Health Sciences, which incorporates the Nursing Program.

The Nursing Program has continued to evolve and consistently seeks to be at the forefront of new knowledge. Since its beginnings, it has undergone five major curriculum revisions. The last revision took place in 2013. This revision accommodates the curriculum to fit the needs that arise because of changes in the health care systems, social changes and changes in the profession. This revision encompasses the body of knowledge and expectations required of the student.

#### The Program's Mission and Goals

The Nursing Program has as its mission the education of nurses capable of offering competent, sensitive, effective, safe, quality-nursing care to the person, family, and community. The program is geared towards producing graduates who are prepared to perform in accordance with a differentiated practice by the level of education.

- Provide care with autonomy and in interdisciplinary collaboration and sensitivity to ethical-legal and cultural values directed to the achievement of the best results for the client.
- Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.
- Assume a commitment as a member of the nursing discipline in harmony with the standards of the practice.

To achieve this development, professional, diverse, and flexible modes of study are offered. This facilitates the mobility from the associate degree nurse level to that of the bachelor's degree professional nurse generalist level. **The Associate of Applied Sciences Degree in Nursing** is designed to develop the competencies that will permit students to:

Knowledge:

1. Demonstrate theoretical and practical knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development.
2. Use knowledge of the nursing process as an instrument for making clinical decisions while offering a safe and quality care.

Skills:

1. Demonstrate up-to-date clinical skills in therapeutic interventions when offering care to the client throughout the continuum of health-illness in structured scenarios.
2. Demonstrate care management, coordination skills and effective collaboration as a member of the interdisciplinary team.
3. Use communication skills, critical thinking, and technology to maintain the quality of care offered to the client.

Attitudes:

1. Apply humanistic care in the nursing practice to promote protection, optimization, and the preservation of human dignity.
2. Demonstrate responsibility and commitment with their development and that of the profession.

**The Bachelor of Sciences in Nursing** is designed to develop the competencies that will permit students to:

Knowledge:

1. Demonstrate scientific and Humanistic knowledge integrated into safe and effective nursing care provided to individuals, families, and communities.
2. Use knowledge of nursing interventions to prevent disease and to promote, protect, maintain, and restore health.
3. Apply knowledge and critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice.

Skills:

1. Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios to improve the expected health care outcomes.
2. Apply communication, collaboration and critical thinking skills and the use of technology as a provider and coordinator of care and as future member of the profession.
3. Act as leaders and managers of the care they are seeking to provide.

Attitudes:

1. Apply humanistic care in the nursing practice to promote protection, optimization, and the preservation of human dignity.

The requirements for the major are offered through the four-year program with an exit option upon completion of the requirements of the first two years. Each year is equivalent to a level in which the courses have been organized and developed according to the level of complexity. In the first two years (level I and II) knowledge and skills are arranged relative to the technical level; in the last two (level III and IV) those corresponding to the professional generalist level are strengthened. This design articulates both levels of preparation, associate, and baccalaureate degrees in nursing, integrating knowledge and skills. Nursing students are exempt from taking the course GEPH 3000--- Well-Being and Quality of Life.

The Nursing Program offers a Bachelor's Degree in Nursing, with an exit or entrance option upon completion of the requirements of the first two years, which correspond to the Associate Degree in Nursing. The San Germán Campus, Nursing Program holds the current and proper accreditation of The Counsel of Superior Education of Puerto Rico. This allows the graduates to work as nurses in Puerto Rico and in any state of the United States of America, upon completion of the licensure examination required of the territory or state in which the services will be offered. Passing this exam is a guarantee from the state to the public that the nurses possess the minimum knowledge required to safely carry out the duties of their profession. To perform their duties, the Nursing Program offers the student a body of knowledge, skills, and attitudes that stem from the natural, behavioral, humanistic, and the nursing discipline's sciences, and is organized from simple to complex in a four-year curriculum sequence. For the enrichment of nursing skills, the program has structured laboratories facilities and

maintains affiliation with hospitals, clinics, and varied community agencies that serve as resources for clinical practices. The student placement in the hospitals, clinical or service agencies depends on the nature and objectives of each course.

The main facilities of the Nursing Program are located in the School of Nursing Building of the San Germán Campus of the Inter American University of Puerto Rico.

### **Program Philosophy**

The Nursing Program functions under the organizational structure and the governmental design of the Inter American University of Puerto Rico. Aligned with the University's mission and goals, it seeks to form nurses capable of offering competent, sensitive, effective, safe, quality nursing care to the person, families, and communities.

The Program's philosophical foundation stems from a set of beliefs of the faculty on the concepts of **person, society, health, nursing, and education**.

The **person** is an entity of integrated nature: a complex being, one-of-a-kind, dynamic, with inherent values, rights, and dignity. The person's ability to learn from experiences allows him/her to adapt and participate in their own self-care and to regulate their state of optimal functioning and well-being. The person is the center of service that gives meaning to the nursing profession. The client is the person, the family, and the community, all who are social entities relating to one another.

**Society** is a set of organized structures, diverse and dynamic, that transfers to the person the attitudes, beliefs, values, and behavioral rules that form its culture through the socialization process. It incorporates all the settings in which nursing interacts and the historic, political, economic, and cultural conditions through which the profession evolves. The person and the society mutually affect each other.

**Health is** the dynamic and integrated state of well-being, influenced by the internal and external factors of the environment, social structures of support and the cultural diversity in its expression of values and beliefs. It requires constant interaction of adaptation processes such as regulatory mechanisms that **promote, maintain, and restore the person's well-being**. It is part of the person's inherent potential and his or her right as a human being. The person fluctuates in a dynamic equilibrium within a continuum, directed towards reaching optimal functioning and well-being. This integrated functioning is manifested through human responses. Dysfunction, the consequent decrease in the human development, the self-realization, and the ability to achieve a full potential, make the person, the family, and the community vulnerable to health situations that demand the intervention of nursing and other health disciplines.

**Nursing** is an essential, humanistic service based in a body of knowledge and defined goals, where art and science interrelate and are incorporated into the professional practice. Its objective is the diagnosis and treatment of **the client's human responses to prevent illness and complications, promote, maintain, and restore the state of well-being to the maximum of his potential; or to help the client achieve a death process with dignity**. Nursing actions are based on **evidence-based practices, scientific research, and interdisciplinary collaboration**, that allow the sharing of decision making, when providing quality care. The **nursing care is centered on the person, family, or community** wherever their setting might be, and through the diversity of roles inherent to the nursing profession. The nursing practice requires independent actions as well as collaboration with other team members with the purpose of reaching the expected health outcomes.

**Education** is the dynamic, continuous, multidirectional process of social interaction that fosters the person's development. It involves changes in cognitive, emotional, and psychomotor skills that facilitate the development of the person's potential and the realization of their goals at their own pace. This process occurs using innovative trends in the formation of these professionals. The nursing educator establishes the climate, the structure, and the dialogue that facilitates the student's learning process. Learning is an active process that only the learner can achieve, and it is evidenced by changes in behavior. The faculty believes that these principles apply to the nursing students' formation as well as the clients'.

The faculty believes in learning from a body of knowledge founded on the **basic, natural, psychosocial, general education, and the discipline's sciences**. It believes in fostering and facilitating the educational mobility of its students in a competitive, global way, within a highly technological society, characterized by accelerated change. In addition, the faculty believes in offering an articulated curriculum that provides vertical mobility and options for entrance and exit, where the design advances from simple to complex with a minimum of repetition of content and experiences. The Program's education is designed to prepare nursing personnel with the required differentiated competencies for associate and bachelor's degrees.

The complete program is designed to prepare a **Baccalaureate Nurse Generalist and leads to the first level of professional preparation and entrance to practice.** It prepares nurses to be leaders and health care coordinators/managers capable of independent judgment, responsible ethical decision making within the nursing discipline, and of contributing to modern society as informed citizens. Upon completion of the requirements of the first two years of study, the student is prepared to offer direct nursing care to the person with common and well-defined health problems and guided by the professional nurse. Upon completion of four years of study, the baccalaureate nurse generalist graduate is prepared for professional practice with **individuals, families, groups, communities, and populations across the life span and across the health continuum environments.**

### Conceptual Framework

The purpose of the conceptual framework of the San Germán Campus Nursing Program of the Inter American University of Puerto Rico is to organize the interaction between students and faculty so that the teaching-learning process can take place. Learning emerges from the selected philosophical concepts that guide the educational process, these concepts selected by the faculty, and embodied in the philosophy are: Person, Society, Health, Nursing, and Education. Sub concepts are derived from these concepts to organize the curriculum's knowledge and skills.

As a curriculum eclectic in nature, it is based mainly on nursing concepts and theories, natural sciences basic concepts, philosophical- esthetic thought, Christian thought, socio-historical context, and scientific-technological context. These concepts operationalize the established beliefs as paradigms for the Program and the Institution. The **humanistic nursing care and the nursing process** are the concepts that provide range throughout the curriculum. The concepts selected to provide depth in knowledge, attitudes and skills are **wellness/illness, communication, research, leadership and health care management.**

#### Horizontal concepts that offer range throughout the curriculum

The **NURSING PROCESS** is a scientific, dynamic, and humanistic instrument that offers direction in the rendering of nursing services. As a practice instrument, it is recognized as a process of **diagnostic and therapeutic reasoning that incorporates clinical judgments and reasoning.** The process of diagnostic reasoning allows the **analysis of the client's data derived from the patient's assessment, to determine the state of well-being and to identify health dysfunctions.** **The nursing diagnosis is taught as a cognitive and intellectual process that develops critical thinking skills.**

**Therapeutic reasoning** allows identification of **expected health outcomes,** and to **plan, implement and evaluate** the approaches and interventions based on previous analysis. The expected outcomes seek to continuously improve the level of **well-being and health functioning of the person, the prevention of health problems, the health recovery or dignified death.** The therapeutic interventions are all those actions within a **nursing diagnosis (human response to health situations or life proceses),** or **collaborative** problem that are executed for the benefit the client. These may be administered independently or collaboratively.

The student should develop the competencies by implementing the interventions in a **sensitive, effective, and safe manner.** The nursing diagnosis, the identification of expected outcomes, and the therapeutic interventions are the fundamentals for the practice, which are taught using standardized nursing language. The critical nursing interventions are included in the clinical courses, in which content is taught, practiced, and evaluated within the particularities of each course. The **diagnostic and therapeutic reasoning skills** are developed throughout the curriculum in **diverse settings** and with a **diversity of clients.**

**HUMANISTIC CARE** is the client-centered **holistic approach** that guides the events, processes, and relationships that seek the **protection, expansion, and preservation of human dignity.** It integrates the values, attitudes, and personal qualities to the role of health care provider. Likewise, the client's **preferences, needs, values and cultural diversity are respected,** to guarantee the quality of the nursing care. Thus, the student will develop an **ethical behavior** that contributes to the **preservation of human dignity.** The values of the profession are presented as ideals throughout the curriculum in a sequential manner, from its initial appreciation and awareness to the final selection and incorporation into the professional behavior. It is expected that students perform as **patient advocates** and assume responsibilities within a **legal and ethical framework.**

#### The vertical concepts provide depth in knowledge, attitudes, and skills

The **wellness/illness** continuum is a dynamic, complex process that includes all the manifestations of the bio-physiological, psychosocial, and spiritual dimensions. The clients fluctuate within the search for a balance for an optimal

functioning level that will allow their full potential to develop. This functioning is evident through human responses that build the variety of the client's health determinants.

The typology of **functional health patterns** represents the integration of human functioning in its different dimensions. Health situations can manifest themselves in one of the client's functional dimensions, but it can affect the functionality of the whole person. The expected outcome is to satisfy the client's health needs through **interventions regardless of his wellness/illness level**.

**Communication** is the continuous, dynamic, and complex process that facilitates the exchange of information, feelings, ideas, and energy that occur in any human experience. Within a complex and ever-changing environment, the nursing personnel needs to develop the **abilities to listen, assimilate, interpret, discern, gather, and share information**. These are obtained through the differentiated practices of the associate and baccalaureate degrees. These abilities are fundamental for the students to acquire **knowledge, skills, and attitudes** for the purpose of providing **safe and effective nursing services**. Communication is the tool that unites all the functions and activities that the nursing personnel **execute as part of their roles of care provider, care manager/coordinator, and member of the profession**.

**Research** is the scientific process of inquiring and experimenting, including the systematic collection of data with the purpose of its analysis and interpretation to obtain or add new knowledge. Its purpose in nursing is to recommend changes in the system based on the highest level of **scientific evidence** available. The nursing personnel of the associate degree perform **interventions based on scientific evidence**, in which effectiveness has been proven. Conversely, the nursing personnel with baccalaureate degree are novice **research participants and consumers of research findings**.

**Leadership and Management** are necessary abilities and skills to obtain positive changes in the rendering of nursing care, as advocate for health care and the advancement of the profession. At the individual level, these aid in the determination of a care plan for **effective collaboration and coordination in the attainment of interdisciplinary care** for the client. At the management level, they facilitate the appropriate management of the resources to **maintain the quality of care**, balance costs and effectiveness, and inspire others to follow.

**Leadership** is the set of skills and behavior utilized in a conscientious and effective way to achieve a vision, goal, or change. Its effectiveness depends on the personal traits, the skills, and behaviors of the leader, as well as the characteristics of the collaborators, and the factors that take place in the particular situation.

**Management**, for its part, is the ability to achieve goals that benefit the clients' well-being. Its effectiveness depends on the **application of skills in planning, organizing, prioritizing, problem-solving, safe delegation, supervision, and education, when managing resources such as personnel, environment, budget, time, information, and technology**. The focus of the curriculum's first two years is teaching and learning management skills in the role of care coordinator for the person. The focus of the last two years of the curriculum is on the development of traits, skills, and behaviors of a leader, as well as on the theoretical perspectives for understanding and achieving positive changes in the implementation of direct and indirect care.

### Graduate Profiles

It is expected that graduates of the **Associate of Applied Sciences in Nursing** degree will be able to:

As Provider of Care:

1. Bases practice on the knowledge of basic and psycho-social sciences, general education, nursing theories and nursing practice, in the integral care of the persons in acute or chronic health care structured settings to maintain and restore health or assist in death
2. Utilizes the nursing process as an effective mean for problem solving and decision making in the provision of care to the person, in accordance with his or her level of preparation

Coordinator or Manager of Nursing Services:

3. Participates in team processes to promote changes that positively affect the practice.
4. Utilizes the problem-solving process as the foundation for decision making in his or her practice in structured settings, in accordance with his or her level of preparation.



#### Member of the Profession

1. Assumes responsibility as a member of the profession contributing with her or his own learning and the learning of colleagues for the improvement of the nursing practice.
1. Participates with members of the team in the planning and provision of care to attain expected outcomes in the person
2. Performs in the areas of competency in accordance with standards of the profession when providing nursing care

It is expected that the graduates of the **Bachelor of Sciences in Nursing** degree will be able to:

#### As Provider of Care:

1. Bases practice on the knowledge of basic and psycho-social sciences, general education, nursing theories, nursing practice, research in nursing, family and community health and management when offering integral care in a variety of health service settings to prevent illness, promote, maintain, and restore health, or assist in death.
2. Utilizes the nursing process as an effective mean for problem solving and decision making in the provision of care to the person, family, and community in accordance with his or her level of preparation.

#### Coordinator or Manager of Nursing Services:

3. Utilizes the administrative process and leadership skills to promote changes that positively affect the practice.
4. Utilizes the problem-solving process as the foundation for decision making in the intervention in complex situations in his or her practice in accordance with his or her level of preparation.

#### Member of the Profession:

5. Assumes responsibility as a member of the profession contributing with her or his own learning and the learning of colleagues for the improvement of the nursing practice.
6. Directs other members of the team in the planning and provision of care at the different levels of prevention to attain expected outcomes in the person, groups, families, and communities.
7. Performs in the areas of competency in accordance with standards of the profession when providing nursing care

For the development of this professional, diverse, and flexible modalities of study are offered. This facilitates the mobility from the associate degree level to the baccalaureate degree level.

#### Curriculum Design (Nursing Courses)

**NURS 1111 FOUNDATIONS OF NURSING:** Introduction to the nursing profession and its historical evolution. Emphasis on the principles of the conceptual framework and the concepts of the Program. Includes the ethical, legal and moral aspects based on the practice standards. Discussion of the nursing process for adult care with common interferences in the functional health patterns that support physical processes. Integration of the principles and basic concepts of growth and development psycho- physiological aspects, considering cultural diversity within a safe environment. Corequisites NURS. 1112, 1130. 4 credits

**NURS 1112 PRACTICE OF FUNDAMENTALS OF NURSING:** Application of the nursing process in the care of adults with common dysfunctions in the functional health patterns that support physical functioning. Beginning of the development of

clinical skills to perform in the areas of competence as care providers. Requires a total of 90 hours of laboratory in diverse scenarios. Corequisite: NURS 1111. 2 credits

**NURS 1130 PHARMACOLOGICAL ASPECTS IN NURSING:** Discussion of relevant aspects of the study of the pharmacology including the biochemical, physiological, research and legal aspects. Use of the principles and skills of posology. Application of the nursing process in medication administration. Requires 45 hours of lecture and 30 hours of open presential lab. Corequisite: NURS 1111. 3 credits

**NURS 1231 FUNDAMENTALS OF ADULT CARE I:** Discussion of the acute and chronic dysfunctions of health related to functional health patterns: perception and health management, nutritional-metabolic and elimination. Includes anatomical, physiopathological, microbiological, biochemical, and environmental concepts that affect human functioning. Integration of communication, administration, care management, research, and the nursing process skills for client care. Prerequisites: NURS 1111, 1112, 1130. Corequisite: NURS 1232. 6 credits

**NURS 1232 PRACTICE OF ADULT CARE I:** Application of the nursing process in the care of adults with acute and chronic health dysfunctions integrating the skills of communication, care management and research. Emphasis on management of dysfunctions in the functional patterns of health: perception- management, nutritional-metabolic and elimination. Requires a total of 90 hours of clinical practice in diverse scenarios. Prerequisites: NURS 1111, 1112, 1130. Corequisite: NURS 1231. 2 credits

**NURS 2141 FUNDAMENTALS OF MATERNAL-NEONATAL CARE:** Description of the evolution of maternal-neonatal nursing integrating the principles of the conceptual framework. Discussion of anatomical, biochemical, physiopsychological and pathological changes that affect the integral functioning of the client, before, during and after childbirth, including the normal newborn during the early neonatal stage. Use of the nursing process in the study of the appropriate changes in the stages and health dysfunctions. Prerequisite: NURS 1231. Corequisites: NURS 2142, 2233. 3 credits

**NURS 2142 PRACTICE IN MATERNAL-NEONATAL CARE:** Application of the nursing process using the functional patterns of health in the care of clients during pregnancy, childbirth, and post childbirth. The care of the normal newborn is included during the early neonatal stage. Requires a total of 60 hours of clinical practice in diverse scenarios. Prerequisites: NURS 1231, 1232. Corequisites: NURS 2141, 2233, 2234. 2 credits

**NURS 2233 FUNDAMENTALS OF ADULT CARE II:** Discussion of the acute and chronic health dysfunctions related to the functional health patterns: activity-exercise, cognitive-perceptual and sexual reproduction. Includes anatomical, physiopathological, microbiological, biochemical, and environmental concepts that affect the adult human functioning. Integration of communication, care management, research, and the nursing process skills and the nursing process in client's care. Prerequisite: NURS 1231. Corequisites: NURS 2141, 2142. 6 credits

**NURS 2234 PRACTICE OF ADULT CARE II:** Application of the nursing process in the care of adults with acute and chronic health dysfunctions integrating communication, care management, and research concepts. Emphasis on the management of dysfunctions related to functional health patterns: activity-exercise, cognitive-perceptual and sexuality-reproduction. Requires a total of 90 hours of clinical practice in diverse scenarios. Prerequisites: NURS 1231, 1232. Corequisites: NURS 2142, 2233. 2 credits

**NURS 2351 FUNDAMENTALS OF PEDIATRIC CARE:** Discussion of the essential aspects in client care from the late normal neonatal stages to adolescence. Analysis of the dysfunctions in the functional patterns of health by using the nursing process. Use of the physiopathological and environmental concepts and the conceptual framework of curriculum. Prerequisites: NURS 2141, 2142, 2233. Corequisites: NURS 2352, 2361, 2362, 2970. 3 credits

**NURS 2352 PRACTICING PEDIATRIC CARE:** Application of the nursing process in client care from the normal neonatal stages to adolescence. Emphasis on the management of dysfunctions affecting the functional health patterns using the concepts of curriculum as a framework. Requires 60 hours of clinical practice in diverse scenarios. Prerequisite: NURS 2234. Corequisites: NURS 2351, 2361, 2362, 2970. 2 credits

**NURS 2361 FUNDAMENTALS OF PSYCHOSOCIAL CARE:** Discussion of theoretical models, principles and concepts of psychosocial nursing. Description of psychosocial dysfunctions of the adult using the nursing process as a framework. Includes neuroanatomy, neurophysiology, ethical-legal, and research and communication concepts. Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351, 2362 and 2970. 3 credits

**NURS 2362 PRACTICE OF PSYCHOSOCIAL CARE:** Application of the nursing process, theoretical models, principles and concepts in psychosocial care of the adult. Practice of the skills of therapeutic communication in interventions. Requires a total of 60 hours of clinical practice in diverse scenarios. Prerequisites: NURS 2142, 2234. Corequisites: NURS 2352, 2361, 2970. 2 credits

**NURS 2970 TRANSITION SEMINAR:** Discussion of essential aspects of student transition to the labor environment. Analysis of the trends and controversies that impact health care. Review of the ethical-legal, technological, and scientific implications, professional values, and social and economic influences in the exercise of the profession. Development of strategies for taking the board examination. Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351, 2352, 2361, 2362. 1 credit

**NURS 3100 DIMENSIONS OF PROFESSIONAL PRACTICE:** Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility, and the nursing process. Emphasis on health education, leadership and management that facilitate

dealing with changes in the health care systems and the nursing practice. Corequisites: NURS 3120 and 3115 or have an Associate Degree in Nursing. 3 credits

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**NURS 3115 INTRODUCTION TO THE NURSING RESEARCH PROCESS:** Discussion of the research process and the ethical legal considerations. Application and evaluation of the practice based on the evidence for health problem solving. Research critique for the development of the best practices in the profession. Corequisites: NURS 3100, 3120. 3 credits

**NURS 3120 HEALTH ASSESSMENT:** Application of knowledge and skills for a comprehensive health assessment of the client throughout the life cycle. Emphasis on the compilation and organization of data by means of the physical examination and diagnostic reasoning. Requires 30 hours of lecture and 60 hours of closed presential lab. Corequisites: NURS 3100, 3115 4 credits

**NURS 3140 INTERVENTION IN PSYCHOSOCIAL TRANSITIONS:** Analysis of the trends, theories and concepts that influence the practice of the psychosocial nursing professional. Review of professional nursing interventions that apply to the psychosocial care of individuals, families, groups, and vulnerable populations or with persons with dysfunctions in functional health patterns. Integration of communication, ethical-legal, moral spiritual principles, and research findings. Corequisites: NURS 3190, 4911. 2 credits

**NURS 3190 PROFESSIONAL INTERVENTION DURING THE LIFE CYCLE:** Analysis of the nursing process as a tool of the professional with emphasis on therapeutic and diagnostic reasoning for decision-making in professional interventions. Review of interventions at the prevention levels when managing human responses in the most common health-illness situations. Includes the ethical-legal concepts and research findings. Requires 30 hours of pediatric content and 30 hours of adult content. Prerequisites: NURS 3100, 3115, 3120. Corequisites: NURS 3140, 4911. 4 credits

**NURS 4180 NURSING CARE OF FAMILY AND COMMUNITY:** Analysis of selected theories and concepts that facilitate the study of the family as an integral part of the client community. Includes the review of the principles and concepts of epidemiology, biostatistics, and demography of public health. Discussion of the nursing process for family and community care with emphasis on the promotion of health and well-being. Ethical-legal, humanist and research concepts. Study of the nursing professional's roles in a culturally diverse community. Prerequisites: NURS 3140, 3190. Corequisite NURS 4914. 4 credits

**NURS 4911 PRACTICE IN PROFESSIONAL INTERVENTIONS ACROSS THE LIFE CYCLE:** Application of the nursing process with emphasis on therapeutic and diagnosis reasoning for decision making in professional interventions. Emphasis on the levels of prevention for the management of human responses in the most common chronic dysfunctions. Integrated application of the principles and concepts of communication, health education, ethical-legal, research, leadership, and management. Requires a total of 45 hours of clinical practice with the pediatric client and 45 hours with the adult client in diverse scenarios. Prerequisites: NURS 3100, 3115, 3120. Corequisites: NURS 3140 and 3190. 3 credits

**NURS 4914 PRACTICE IN NURSING CARE TO THE FAMILY AND COMMUNITY:** Application of the nursing process in the humanist care of family and groups as integrated part of the community as client. Integration of concepts and theories that serve as base of the nursing practice with the family and community. Use of public health concepts, epidemiology, biostatistics, demography, and community nursing in the intervention with family and community. Application of planning, coordination, leadership, and educational skills in the implementation of intervention strategies. Application of ethical-legal principles and research findings in undertaking the roles of the nursing profession in promoting health and well-being. Requires 120 hours of clinical practice in diverse scenarios. Prerequisite: NURS 4911. Corequisite: NURS 4180. 4 credits

**NURS 4980 INTEGRATED WORKSHOP:** Integration of knowledge, skills, and attitudes in the selection of professional intervention strategies for the processes of problem solving and decision-making practice in simulated situations and in varied clinical practice settings. Use of the scenario categories for effective and safe care, maintenance, and promotion of health, and of psychosocial and physiological integration as a frame of reference in intervention with clients. Requires 30 hours of seminar and 90 hours of clinical practice in diverse scenarios. Prerequisite: NURS 4914 in case the student is a candidate for graduation in the current academic term, this course may be offered concurrently with NURS 4180 and 4914. 4 credits.

### **Program Requirements: Admission, Transfer and Relocation, Academic Progress and Graduation**

#### Admission Requirements

1. Comply with the admissions requirements established in the General Catalog.
2. To be a candidate for admission to the Associate and Bachelor's Program in Nursing, candidates must have a minimum grade point index 2.50 from their high school or place of origin.
3. To be a candidate for admission to the third level (third year courses) of the Bachelor of Science Degree in Nursing, students must: a) Have satisfactorily completed the requirements of the first two years corresponding to the Associate Degree in Nursing or, b) Present evidence of holding an Associate Degree in Nursing from an accredited and recognized institution of higher education. Candidates having an Associate Degree must complete any general education requirement established by the Institution for awarding the degree and c) Present at the time of admission to the Program evidence of any permanent license they possess.

### Requirements of Clinical Practice

To be admitted to a practice agency the following is required:

1. A current certificate of no criminal record issued by the Police of Puerto Rico.
2. A health certificate valid for one year issued by the Health Department.
3. Evidence of vaccination against Hepatitis B.
4. Evidence of vaccination against chickenpox or chickenpox titer tests.

Some agencies and courses have additional requirements. Students are responsible for complying with any other requirement imposed by the practice agency. Among these are: An updated certificate of CPR, a negative dope test, a nose and throat culture, evidence of COVID19 Vaccine, and a negative certificate of sexual offender.

### Transfer Requirements:

1. Comply with the admissions requirements for transfer students established in the General Catalog.
2. Admission of transfer students to the Program or to take courses of the major with combined registration requires the previous authorization of both Nursing Program directors.

### Academic Progress Requirements of the Nursing Program:

1. Comply with all Satisfactory Progress Norms established in the General Catalog.
2. Pass all courses in Nursing and the course GEMA 1000 (Quantitative Reasoning) with a minimum grade of C.
3. Students who do not pass a major course with a minimum grade of C in their third intent will be dropped from the Program.

### Graduation Requirements

1. For the Associate Degree in Nursing students are required to complete 50% of the major credits in the campus from which they expect to receive the degree. This also applies to the Bachelor's Degree
2. Students must take course NURS 4980 in the campus where they expect to graduate, except in special situations with the previous authorization of the Director of the Program.
3. All students who are candidates for graduation in the Associate or Bachelor's nursing program must graduate with a minimum grade point average of 2.50.
4. Students, upon completing the requirements of the first two years of study, have the option to request certification of the Associate Degree in Nursing to apply for the board examination.

### Rules for Satisfactory Academic Progress:

The Satisfactory Academic Progress Component, General Catalogue, 2020-2021- pages 89-90

The requirements to attain satisfactory academic progress are divided into two components: qualitative and quantitative.

The student will fulfill the qualitative component, if he attains the required academic index in his study program. This index increases progressively in accord with the percentage of credits approved.

#### Qualitative Component:

Academic index required in the bachelor's level study programs whose required graduation average is 2.50.

Percent (%) of credits approved	Progressive academic index
0-25.	2.00
26-50.	2.25
51-75	2.40

### **Quantitative Component:**

In order to comply with the quantitative component, the student must:

a) approve at the end of every academic year, upon the closing of the term that finishes in June, 50%, 60% or the 66.67% of the total of the credits attempted in the study program, in harmony with the interval of the level of studies indicated in the table. This will be determined by means of the following calculation: the total of credits attempted in the study program divided by the maximum period of eligibility of the study program in credit-hours.

Interval of the level of studies	% of credits attempted in the study program	Accumulated tempo of approval required
1	1-25	50%
2	26-50	60%
3	51-100	66.67%

b) complete the study program requirements in no more than 150% of the time (measured in credit-hours).

## **Student Support Services**

### **Academic Counseling**

Academic counseling offers the students the opportunity of advisement in carrying out the curriculum the way that it is designed, to complete their academic goals within the scheduled time frame. In addition, it allows the students to identify and attend to any situation that would pose a risk to reaching their goals. The students are responsible for contacting and scheduling an appointment with their academic advisor upon learning which professor they have been assigned to. This will help maintain their academic file in current, and to help plan the academic advisement activities.

### **Nursing Students Association (ASENFE), in Spanish**

The *ASENFE* is part of the students' organizations appropriately accredited by the Dean of Student Affairs of the San Germán Campus. Its purpose is to develop leaders, encourage student participation in Program activities and offer the opportunity for exchange between organizations of the University Institution and others, in or outside of Puerto Rico. To become a member, the student must be accepted into the Nursing Program; apply for admission into the Association; and pay the membership fee.

### **Clinical Laboratory Skills Technician**

The Nursing Program has a full-time nursing clinical laboratory skills technician that facilitates practices experiences, particularly psychomotor skills when required by a course, requested by the student, or referred by a faculty member. The clinical laboratory skills technician normally offers services from Monday-Friday, 7:30-12:00 pm and 1:00- 4:30 pm. The courses in which practical skills are required during extended hours, the student is responsible for selecting the schedule in which their practice, assisted by the laboratory technician, will take place. In addition, the laboratory technician often provides the students with bibliographic references, audiovisual resources, oversees utilization of the computer laboratory for course work and virtual excersises, facilitates equipment loans, all in coordination with the course faculty.

### **Practice within a Controlled Laboratory Setting**

Students, who need an individualized practice in a particular skill, may do so by having previously coordinated and received approval from the nursing clinical skills laboratory technician. The individual practice will be supervised by this technician, faculty, or authorized person as applicable. The nursing clinical laboratory skills technician facilitates the available

schedule for practice, use of laboratory space, computers, equipment, and materials. In some instances, equipment may be loaned to be used outside of the laboratory. The practice sessions, as well as the materials and equipment to be used, are meant to support the course objectives.

### **Technology Services**

The San Germán Campus has a modern Information and Telecommunications Center (CIT, in Spanish). This center provides the students with technical assistance in the use of technology in addition to other academic support services such as:

Email account with the Windows@Live.edu platform. Services include, but are not limited to:

- E-mail account
- Access to the wireless network (WIFI) on campus
- Support with the “Blackboard” platform and guarded online testing: the nursing courses are web assisted with the supported “Blackboard” platform, so that the student may access the course resources and strategies through the network
- Virtual synchronic, non-synchronic, and hybrid distance education also supported “Blackboard” platform.
- Access to the Printer and Photocopiers in the CIT and the Campus library (CAI - Centro de Acceso a Información, in Spanish), and the Nursing School Building
- Access to the CIT computers, the CAI, and cyber centers
- Guidance for searching in the Auto service Banner System (**web.inter.edu**)
- Guidance for enrolling through the Auto service Banner (**web.inter.edu**)
- "Blackboard" users guide
- Technical support in the "Help Desk" CIT-101 area

### **Coordinator of Agencies for Clinical Practices**

The clinical coordinator services fulfill the purpose of facilitating the nursing student's clinical practice laboratories in the collaborating agencies. Part of the role of this collaborator, who is a member of the nursing program faculty, is to function as a link between the course, faculty, students, and the practices and clinical agencies' requirements. To fulfill this obligation, the clinical practice agencies coordinator is responsible for compiling, filing, and submitting to the clinical agencies the corresponding evidence, such as: health certificate, negative criminal record certification, Hepatitis B vaccines, COVID 19 vaccine, CPR certification, and evidence of health coverage. Additional documents may be required by the collaborating agency, such as: a negative drug test (Doping), a nose and throat cultures, seasonal influenza vaccine, or any other requirement they may deem necessary. The clinical practice agency coordinator provides follow-up, with the course faculty, ensuring that the student fulfills the established requirements before they begin their clinical laboratories. It is also the coordinator's responsibility to manage the assessment evaluations of the collaborating agencies by the students and the faculty.

### **Participation in Extracurricular Activities**

The integral development of the nursing students is part of our educational commitment; therefore, student participation in activities that support their professional education is encouraged. The nursing student is invited and encouraged to participate in activities such as: assemblies, conferences, and professional conventions, among others. The institution, through the office of the Dean of Student Affairs, the student organizations, and other available financial resources, may sponsor student participation in extracurricular activities, especially when participation is relevant to their academic preparation, their profession and personal development.

### **Distinctions/ Awards**

The University has diverse mechanisms for recognizing the student's outstanding work, such as Chancellors and Deans awards. In addition, to those established in the General Catalog, there are others awarded by the Nursing Program:

1. **The Celia Guzmán Award**

Through this award, the Nursing Program pays tribute to a distinguished Puerto Rican nursing educator and researcher, Ms. Celia Guzmán. The award aims to recognize the most outstanding graduate of the Bachelor's Degree Nursing Program that meets requirements such as academic the required grade point average, clinical execution, and outstanding leadership and activities participation, as established in the criteria for granting the award.

2. Certificates of recognition for participation in diverse services and activities are also awarded.

## SECOND PART

### **POLICIES, RULES AND PROCEDURES, LAWS, REGULATIONS AND REQUIREMENTS**

The Nursing Program embraces the University's mission against discrimination as stated in the General Student Regulations, and to all of the policies, rules, procedures, regulations, and laws that affect the nursing program community. The following link contains the catalog, documents, and regulations and rules that are current in the Institution, many are available in their English versions. <https://documentos.inter.edu/>

Emphasis on:

**Family Educational Rights and Privacy Act. 1974 – The Buckley Amendment** oversees the management of the student's academic record, guarded by the University. In compliance with this Act, the student's academic record and academic progress will be maintained confidential.

**Intellectual Property Policy-** Students are instructed on the enforcement of the Normative Document G-0502-003, Intellectual Property Policy of the Inter American University of Puerto Rico, and the Chapter V, Article 1, section B.2 of the General Student Regulations, which highlights academic infringement by lack of honor, fraud, plagiarism, and any other inappropriate or unethical behavior, pertaining to academic labor or any other action towards that end.

**Disabled Student Rights –** In compliance with Section 504 of the Rehabilitation Act, the ADA (American with Disabilities Act) and the Circular Letter G-145-92, the Inter American University of Puerto Rico will, to the best of its ability, provide reasonable accommodations for the disabled student to be able to participate in academic life with equal conditions as the student without disability. Disabled students must inform the professor of each course about their special needs or reasonable accommodation for the course during the first weeks of class, and visit the Office of Service Coordination for Students with Disabilities (OCSEI) as soon as possible.

**HIPAA, 1996** (Health Insurance Portability and Accountability Act of 1996) - Through the clause stated in the affiliation contracts with health institutions, it is established that the University agrees that its personnel, as well as its students, will observe the federal statutes of the Act. The student commits to guard the privacy of all client health information during their clinical practice.

**Smoking Limit Regulation-** The purpose of the Regulation is to limit smoking; define and establish smoking and non-smoking areas; and to establish sanctions for infringing the rules. In this manner, people's rights and health are protected.

**Use and Abuse of Drugs and Alcoholic Beverages Regulation-** This Regulation prohibit the fabrication, distribution, possession, or illicit use of drugs, controlled substances, and alcoholic beverages on Campus property.

#### **Policy Against Sexual Harassment at the Workplace and in the Academy**

Under Title IX, schools must ensure that all students have equal access to education, regardless of gender, sexual orientation, or gender identity. Sexual harassment and sexual violence are forms of gender discrimination that are prohibited by Title IX, including when the incident(s) occur off-campus or involve people who are not students.

**Institutional Security Policy,** In accordance with the institutional security policy, the School of Nursing and Health Sciences supports all efforts to protect life, safeguard property and provide secure areas to the university community and visitors. The institution has a university guard service, 24 hours a day, and seven days a week. The students must comply with the security measures, personal and property protection, recommended by the administration. In the event of emergency, the students can contact the service from any of the Campus telephones by dialing 2-9. This will allow communication with the university guard situated at gate #1. This person will provide the necessary assistance.

**Attendance Policy,** The General Catalog requires all students in classroom-based and synchronous courses to attend classes. Each professor will establish in the syllabus the attendance requirements needed for completing the particular content of the subject. Attendance to the controlled and clinical laboratories is essential to pass the nursing

program courses. Should the student be absent, and not be able to make up lost course content, the faculty of the course will evaluate the situation by its merits in order to determine if a class replacement, an incomplete or a failure applies.

**Health Insurance:** All students must provide evidence of health insurance coverage.

**Course Requirements:** The student will fulfill the course requirements as established in the syllabus (General Student Regulations, Article 2).

**Request for an Incomplete:** The student that is not able to fulfill the course requirements, for justifiable reasons, may request an incomplete if they have passed 2/3 of the course at the time of request. It is the student's responsibility to remove the incomplete grade as established in the General Catalog.

**Conduct:** The students will exhibit respectful and professional conduct in their actions as in their expressions to their peers, professors, and/or visitors. The student is responsible for the care and maintenance of the physical facilities while making use of them. In the event of using facilities outside of the class schedule or using those considered to be controlled areas, they will do so with a permit from the authorized personnel or their representatives.

The student is responsible for properly using the established communication channels when in need of assistance. at the Nursing Program level, these channels follow the prescribed order: Course professor, "Master Teacher" or lead professor of the course, School of Nursing Director, Dean of Academic Affairs, Dean of Student Affairs, Chancellor, Student Affairs Vice-Chairman, and if need be, the University President. These communication channels will not apply in situations where other policies, local or federal laws, or other processes are mandatory. Situations that threaten safety, right of others, affect the safe environment that should exist in the campus community or clinical settings, will receive priority and prompt attention, and not all the following steps in the submission of grievances may be required.

### **Communication channels for Nursing Program Complaints.**

All the students have the right to elucidate situations that affect their academic achievement including their performance or the environment in which the learning-teaching process takes place. In the search for solutions, the student will follow the authority channels designated by the institution until they feel their claim has been dealt with justly. For complaints at the Nursing Program level, the following procedure is recommended:

Any student that feels unsatisfied about an academic or nonacademic issue of the **Nursing Program** must follow the steps presented in the following guidelines for submission of grievances or complaints which are congruent with *Student Regulations Handbook, 2020*.

Situations that threaten safety, right of others, affect the safe environment that should exist in the campus community or clinical settings, pertain to institutional policies, federal or local laws, will receive priority and prompt attention, and due to their serious or urgent nature, not all the following steps in the submission of grievances may be required [.Nursing Student Handbook, 2020](#).

#### **1. Meeting with the professor or his/her delegate in charge of the course.**

Faculty or Master Teacher of the course may hold meetings at their own initiative or at the student's request in situations of academic jeopardy, nonacademic issues, or grievances, to identify difficulties and work with the student to determine a plan of action to overcome the difficulties, within a 48-hour minimum timeframe. Subsequent follow up meetings are held to evaluate progress or lack of progress toward the agreed plan. All these actions constitute the core of academic and student counseling. If no suitable agreement for either of the parties is attained, the next authority level will be consulted.

#### **2. Meeting with the Program Director or his/her delegate.**

If the student is unable to resolve the issue with the professor, the master teacher, individuals involved, or the complainant is not satisfied with the outcome or the situation repeat itself, the student will request a meeting with the Program Director or delegate no later than 5 business days after the first meeting (Step 1). The Program Director or delegate will respond to the request by scheduling a meeting within 3 business days to discuss the issue and make the appropriate and necessary arrangements or referrals to attain a fair agreement or solution. All parties should make every effort to resolve the issue or complaint at this level.

#### **3. Refer the complaint to the Dean of Academic Affairs or Dean of Students' Affairs.**

If the issue cannot be resolved at the Department level, the Department Chair will submit all the evidence available to the subsequent channel, according to the nature of the issue. If the complainants are not satisfied with the outcome at the Department level, they can also submit all the evidence available to the subsequent channel, no later than 5 subsequent business days after the meeting with the Department Chair (Step 2). If the issue is of an academic nature, it will be referred to the Dean of Academic Affairs

When the issue is of conduct or disciplinary nature, it will be referred to the Dean of Students' Affairs.



These steps are recommended for the Nursing Program. After these steps are taken, the attention to the grievance follows the process established by Inter American University of Puerto Rico, [General Student Regulations, 2020](#), Article IIA-17. If the complainant feels his situation has not been resolved, other steps may include the San Germán Campus Chancellor and President of the University, in that order.

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For students complaints related to Distance Education, an electronic file complaint is available at <http://sg.inter.edu/educacion-a-distancia-2/querellas-complaints/> and is in accordance with the *General Students Regulations*, Article IIA-17.

**Rules for using the Clinical Skills Laboratory:**

1. They will be used exclusively for skills development.
2. The laboratory's physical facilities, equipment and materials may be used by previous request from the student that seeks to improve their execution or, that was referred by their professor, but always under the instructor's or the authorized personnel supervision.
3. Students that have been referred must request their appointment in the same week of referral.
4. The appointments for independent group laboratories will be limited to a minimum of five students per group.
5. The student or students that cannot use the facilities on the appointed day must notify the Clinical Skills Laboratory Technician beforehand and proceed to schedule a new appointment.
6. Every student that attends independent tutorial or referral laboratories will sign the attendance record located at the Clinical Skills Laboratory Technician's office.
7. The students must only handle the materials, equipment, simulators, or models that are in the laboratory area being used and that are related to the skill that is being practiced.
8. Upon finalizing the laboratory, the students must assist the instructor and/or authorized personnel in returning the area clean and organized, and to properly dispose of the used materials and equipment.
9. For requests to use the equipment or materials outside of the Nursing Program, the student must present the pertinent document with course Instructor's that requires its use signature. Requests submitted without this signature will not be processed.
10. The request to use the equipment, materials, and laboratory must be submitted to the Clinical Skills Laboratory Technician one week prior to the date it will be used.
11. The student will return ALL borrowed materials or equipment and at the time of devolution, notify if anything is defective, broken, has been lost, or has the batteries still inside. In case of negligence, replacement of cost of the equipment may be required.
12. The student will not be allowed to eat, use cosmetics, verbally or otherwise chat, or do any other activity that affects or disrupts the skills development taking place in the laboratory area.
12. Every student must have their corresponding worksheets, course criteria, rubrics, or required instruments with them for the procedures or skills practice.
13. All Safety Practice Standards apply when executing procedures and simulations in all the Laboratories facilities.

**The Student's Ethical and Moral Responsibility**

The student will demonstrate the highest values of personal, professional, and academic integrity. He/she will comply with the principles, rules, legal statutes, ethics code, and standards of the Nursing practice. The students will exercise their roles in a prudent, responsible, and safe manner, in accordance with the established requirements of the course. He/she will be aware of their decisions and actions, reducing to a minimum, the risk of injury to themselves and others. Plagiarism, lack of honor, manipulation or falsification of data will be subject to disciplinary sanctions as established in the General Student Regulations. The following link contains the catalog, documents, regulations and rules current in <https://documentos.inter.edu/>

### **Rules of Access and Use of Clinical Practice Agencies**

Students and professors are spokespersons for the Inter American University of Puerto Rico and the San Germán Campus Nursing Program, their Philosophies, Missions and Goals, and of the Nursing profession, anywhere they find themselves. Thus, they are bound to conduct themselves in accordance with such philosophies, mission and goals. They are also expected to respect the philosophy, mission, and goals of the institutions they visit. Infringement of the rules of the institutions where their practice takes place will result in losing the clinical practice privileges.

The following is required to be accepted into a clinical practice agency:

1. Submit a negative criminal record certificate, issued by the Police Department of Puerto Rico, effective for six months.
2. A valid health certificate, effective for one year, issued by the Health Department of Puerto Rico.
3. Evidence of completion of the Hepatitis B, Seasonal Influenza and COVID 19 vaccination series.
4. Evidence of valid CPR certificate.
5. Evidence of health insurance coverage.
6. Students are responsible for complying with any other requirement requested by the clinical practice collaborating agency. Possible among them: nose and throat cultures, a negative drug (dope) test, evidence of respirator fit test, or others as requested.

The professor assigned to the clinical laboratory is responsible for the education and evaluation process. Every student is responsible for their actions, and in the event of negligence or malpractice, they may be processed in accordance with the law.

The Nursing Program's faculty maintains a close relationship with the clinical practices collaborating agencies that support the student's education and preparation. The faculty oversees that the students are in full compliance of the rules that apply to the clinical area. The student assumes the responsibility of fully complying with the following rules:

1. The students will arrive to the clinical areas, by their own transportation means, on the agreed upon day and time.
2. The student will comply with the established dress code: **jewelry is not accepted** with the exception of a wedding band (without gems or stones) and regular watch. Some collaborating clinical agencies permit small earrings for females only. Religious symbols or small personal charms may be worn on small link chain on the **inside** of the uniform. **Hair** should be kept short or tied-back, **beard and mustache** should be trimmed. If **makeup** is worn, soft colors should be used without excesses. Comfortable loose-fitting **uniform**, clean, pressed, with non-slip professional **shoes**, white, of water-resistant material with closed toe area and low heels, with white professional socks, should be worn.
2. Per the Puerto Rico's Health Department's (PRHD) rule, artificial or acrylic **nails** are not permitted. The PRHD also establishes that Natural nails must be kept short, no more than 1/8" above the fingertips, Clean, filed, bare, without nail polish.
4. Only uniforms authorized by the Nursing Program are permitted. An example of the required female and male uniform model will be shown at the orientation for new students. At the collaborating agency, the student will wear a white laboratory coat over their uniform, in accordance with the established policy for asepsis. For the Maternity Ward, Surgical Room, NICU or other established special areas, the student will change into surgical green scrubs, in compliance with the agency's rules.
5. The use of the uniform is prohibited in public areas.
6. The student will comply with the dress code while wearing the uniform, notwithstanding of location.
7. The student will visibly carry their identification card provided by the University and any other identification required or provided by the collaborating agency.

8. The student will own and bring with them the following equipment to every laboratory: stethoscope, sphygmomanometer, medical scissors, diagnostic penlight, black and red pen, calculator, #2 pencil, and small notebook.

9. Access to the clinical area will be granted in accordance with the rules established in the course syllabus. Any student who does not comply with the credentials and documents required by the collaborating agency; or any student who is not prepared with the assignments for the laboratory, does not carry the necessary equipment, or is late, will be denied access. These will count as absences and will be considered as such for class attendance policy.
10. Any student, that the faculty deems, is violating the rules for safe practice, who is putting himself, the patient and/or the equipment in imminent danger, will be suspended from the clinical practice. The student that incurs in such conduct will risk the fulfillment of the course objectives and the passing of the course.
11. The student is responsible for informing to the faculty of any situation that can compromise safety or that can alter a healthy coexistence.

### THIRD PART

#### SPECIAL SITUATIONS

##### **Incidents/ Accidents**

An incident is considered to be any situation that occurs and that can have repercussions for the patient, the student, the collaborating agency or the University. An accident is an unplanned event that results in physical harm with immediate or later repercussions. In any of these cases, the established procedure will be followed, considering the magnitude of the situation and the contract clauses settled upon between the collaborating agency and the University.

In the event of an **incident/accident during the class or controlled laboratory experience**: the professor will carry out the applicable corrective measures and will manage the situation with the Program Director or delegate. Should it be resolved at this level, the professor will keep a record, which will be presented, following the rules for provision of course documents that appears in the General Catalog. Should it not be resolved at this level, the case will be handled according to the established policies.

**a. Health Situations:** In case of an emergency, it will be handled through the Director of the First Aid Office, with the support of the Nursing School's collaborators. Cases that are of mental or emotional character will be referred to the corresponding services with the student's or family's (in case of a minor) previous authorization. The services may be: the First Aid Office, the Psychological Services Clinic, the Orientation Center, or hospitalization and treatment centers. These cases will be kept strictly confidential.

**b. Incidents/ accidents during the Clinical Laboratories:** The professor will carry out the applicable corrective measures and will manage the situation with the area supervisor or delegate. The professor will keep a record, which will be presented following the rules for provision of course documents that appears in the General Catalog. Should it not be resolved at this level, the case will be handled accordingly.

- 1) Health Situations: Will be handled in accordance with the protocol established by the collaborating agency and that is stipulated in the contract clauses settled between the Agency and the University.
- 2) The professor will present a written report to the Program Director. The students needing follow-up will be referred to the Director of the First Aid Office, in writing, through the pertinent documents.

**c. Students under the age of 21:** Every student under the age of 21 must present an authorization to receive emergency medical attention in a hospital. In it, their father, mother, or legal guardian will authorize the health agency to offer medical assistance. A copy of the authorization letter will be provided by the faculty of the corresponding course.

**d. Disciplinary Situations:** Will be documented objectively and channeled accordingly. The Department Director will forward the situation in writing to the Dean of Student Affairs in compliance with the Student Regulations provisions.

## ANNEX I.

The goal of the course sequence is to help student's academic development. The faculty has organized the content in logical order, from simple to complex. The student acquires the knowledge and skills needed to progress in depth into subsequent content. To achieve a body of organized knowledge, the student will follow the curricular sequence.

### Curricular Plan for the Bachelor of Science Degree in Nursing (PEG revised, 2018)

#### FIRST YEAR

First Semester	Credits	Second Semester	Credits
*GEIC 1010 – Information and Computer Literacy	3	GEEN ____ - English II	3
GEEN ____ – English I	3	GEHS 2010–Historical Process of Puerto Rico	3
GEMA 1000 – Quantitative Reasoning+	3	GESP ____ - Spanish I	3
NURS 1111-Fundamentals of Nursing+	4	NURS 1231 Fundamentals of Adult Care I	6
NURS 1112-Fundamentals of Nursing Practicum+	2	NURS 1232 Fundamentals of Adult Care I Practicum+	2
NURS 1130-Pharmacological Aspects of Nursing Care+	3		
	<b>18</b>		<b>17</b>

#### SECOND YEAR

First Semester	Credits	Second Semester	Credits
GESP ____ - Spanish II	3	NURS 2351 Fundamentals of Pediatric Care	3
NURS 2141 Fundamentals of Maternal- Neonatal Care+	3	NURS 2352 Fundamentals of Pediatric Care Practicum+	2
NURS 2142 Fundamentals of Maternal- Neonatal Care Practicum+	2	NURS 2361 Fundamentals of Psychosocial Care	3
NURS 2233 Fundamentals of Adult Care II+	6	NURS 2362 Fundamentals of Psychosocial Care Practicum	2
		NURS 2970 Transition Seminar	1
NURS 2234 Adult Care II Practicum+	2	GECF 1010 Introduction to the Christian Faith	3
	<b>16</b>		<b>14</b>

#### THIRD YEAR

First Semester	Credits	Second Semester	Credits
GESP ____ Spanish III	3	NURS 3140 Interventions in Psychosocial Transitions+	2
NURS 3100 Dimensions of Professional Practice+	3	NURS 3190 Professional Intervention during the Life Cycle+	4
NURS 3120 Health Assessment+	4	NURS 4911 Professional Intervention during the Life Cycle Practicum+	3

NURS 3115	Introduction to the Nursing Research Process+	3	GEHS _____ Historical and Social Context I (3 Credits selected from varied offerings)	3
GEEC 2000	Entrepreneurial Culture	3		
		<b>16</b>		<b>12</b>

**FOURTH YEAR**

First Semester		Credits	Second Semester		Credits
NURS 4180	Family and Community Nursing Care+	4	NURS 4980	Integrated Practicum+	4
NURS 4914	Family and Community Nursing Care Practicum+	4	GEPE _____	Philosophic and Esthetic Thinking (3 Credits selected from varied offerings)	3
GEPE 4040	Ethics and Social Responsibility	3	Elective _____		3
GEST _____	Scientific and Technologic Context (3 Credits selected from varied offerings)	3			
		<b>14</b>			<b>13</b>

+Pass with a minimum of C, Minimum average for graduation 2.50.