

**INTERAMERICAN UNIVERSITY OF PUERTO RICO
PONCE CAMPUS
HEALTH SCIENCES DEPARTMENT
NURSING PROGRAM**

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NURSING PROGRAM HANDBOOK



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Introduction

The Nursing Program of the Interamerican University of Puerto Rico, Ponce Campus, shares the Mission of training nurses capable of providing competent, sensitive, effective, safe and quality nursing care to the individual, family and community client. The institution is committed to promoting a better quality of student life to facilitate and provide resources that support an education of excellence. Therefore, it is expected that graduates meet the demands of the work environment and are able to serve a changing society.

This Nursing Program Handbook has been prepared with the purpose of providing the necessary information to know the rights and responsibilities of the student. It will serve as a guide during university life. Through this handbook you will know everything related to the Nursing Program and the rules that will govern the student's behavior. In addition, the student has at his disposal the General Catalog and the General Student Handbook of the Inter-American University of Puerto Rico, which is located on the website of the Campus ([http // ponce.inter.edu](http://ponce.inter.edu)) under the Dean of Students. The student is urged to consult the handbook frequently and if in doubt visit the Academic Advisor.

Welcome and go ahead with your academic goals

Mission and Goals of the Nursing Program

The Nursing Program's mission is to train nurses and nurses capable of offering competent, sensitive, effective, safe and quality nursing care to the individual, family and community client. The Program is aimed at producing graduates prepared to:

a. Provide care with autonomy and in interdisciplinary collaboration, sensitive to ethical-legal and cultural values, and aimed at achieving the best results for the client.

b. Coordinate care, applying leadership and management skills that lead to the highest quality care at the lowest cost.

c. Assume commitment as a member of the discipline in accordance with the standards of practice.

Various and flexible study modalities are offered for the development of this professional. The concentration requirements are offered through the four-year program, with an exit option when completing the requirements of the first two years. Each year is equivalent to one level, where the courses have been organized and developed according to their level of complexity. Students in the Nursing Program are exempted from taking the GEHP 3000-Wellness and Quality of Life course.

Program Philosophy and Conceptual Framework

Philosophy

The Nursing Program works under the organizational structure and government design of the Inter-American University of Puerto Rico. In harmony with the mission and goals of the University, it seeks to train nursing professionals capable of offering competent, sensitive, effective, safe and quality nursing care to individuals, families and the community. The philosophical foundations of the Program emanate from the set of

beliefs that the faculty possesses about the concepts of person, society, health, nursing and education.

The person is an entity of an integrated nature, a complex, unique, dynamic being, with inherent values, rights and dignity. His ability to learn from experiences allows him to adapt and participate in his self-care, and regulate his state of optimal functional well-being. Service is the objective that gives meaning to the nursing profession. The person, the family and the community are interrelated social entities.

The society is the set of organized, diverse, dynamic structures that through the process of socialization transfers to the person all the attitudes, beliefs, values and rules of conduct that form their culture. It incorporates all the scenarios in which nursing interacts and the historical, political, economic and cultural conditions through which the profession evolves. Person and society affect each other.

Health is the dynamic and integrated state of well-being, influenced by internal and external environmental factors, social support structures and cultural diversity in its expression of values and beliefs. It requires the constant interaction of adaptation processes as regulatory mechanisms that promote, maintain and restore the welfare state of the person. It is part of their inherent potential and their right as a human being. The person fluctuates in a near equilibrium within a continuum seeking optimal well-being. This integrated operation manifests itself in human responses.

Dysfunction, the consequent decrease in human development, self-realization and the ability to achieve full potential, make the person, family and community susceptible to health problems that require the intervention of nursing and other health disciplines.

Nursing is an essential, humanistic service, with a body of knowledge and defined goals that interrelate art and science to incorporate it into their practice. Its objective is the diagnosis and treatment of human responses of the client to prevent disease or complications, promote, maintain and restore the state of well-being to the maximum or help you achieve a process of death in peace. It uses the Nursing Process as an instrument for the provision of individualized, scientific and insurance services. It offers care to the person, the family or the community on the stage where they are, and through a diversity of roles inherent in the profession. Nursing practice requires independent actions and collaboration with other members of the health care team.

Education is the dynamic, continuous and multidirectional process of social interaction that fosters the development of the person. It involves changes in cognitive, affective and psychomotor skills that facilitate the development of the person's potential and reach their goals at their own pace. The nurse educator establishes the climate, structure and dialogue that compromises the intellectual processes in the student. Learning is an active process that can only be achieved by the learner and is evidenced by behavioral changes.

The faculty understands that the principles outlined above apply to the training of nursing students, as well as to their clients. The faculty believes in the teaching of a body of knowledge that is based on natural sciences, psychosocial, general education and the nursing discipline. The education to be delivered must respond to the needs of a global, competitive and highly technological society characterized by accelerated change. The faculty believes in stimulating and facilitating the educational mobility of students by offering an articulated curriculum with vertical mobility and multiple entry

and exit options, where the design progresses from the simple to the complex with the minimum repetition of content and experiences.

The program is designed to prepare a nurse / generalist, leaders and health care coordinators / managers capable of conducting independent judgment and making responsible ethical decisions within the nursing discipline to contribute to modern society.

Conceptual framework

The Conceptual Framework of the Nursing Program of the Inter American University of Puerto Rico aims to organize the interactions that must occur between students and the faculty for the teaching-learning process to occur. Learning emerges from the selected philosophical concepts and guides the educational process. The concepts selected by the faculty and embodied in the philosophy are: person, society, health, nursing, and education. These sub concepts are derived to organize the knowledge and skills of the curriculum.

As an eclectic nature curriculum, it is based primarily on, but not limited to, nursing concepts and theories, which operationalize established beliefs as paradigms of the program. The concepts that provide breadth through the curriculum are the process of nursing and humanistic care. Those selected to give depth in knowledge, attitudes and skills include: health and illness, communication, research, leadership and health care management.

Horizontal concepts that offer amplitude across the curriculum

The nursing process is the scientific, dynamic and humanistic method that uses nursing as an instrument to offer its services. As a practice model, it is recognized as a process of diagnostic and therapeutic reasoning which involves clinical judgment. The diagnostic

reasoning subprocess allows you to weigh the client estimate data to determine the welfare state and identify the phenomena that the discipline can handle independently and those for which you need the collaborative approach to help you. Diagnosis is taught as a cognitive and intellectual process to develop critical thinking skills.

The therapeutic reasoning subprocess allows identifying the expected health outcomes, planning, implanting and evaluating the care based on the previous analysis. The expected results seek the continuous improvement of the level of well-being and health functioning of the person, the prevention of health problems, the recovery of health, or death in peace. Therapeutic interventions are all those actions related to a nursing diagnosis or interdisciplinary problem, which are executed for the benefit of the person.

The student must develop satisfactory competence in the implementation of interventions in a sensitive, effective and safe way. Nursing diagnosis, identification of expected results and therapeutic nursing interventions are the heart of nursing practice. Critical nursing interventions are contained in clinical courses, the content of which is taught, practiced and assessed within the particular courses. The diagnostic reasoning subprocess is emphasized in the first two levels of the curriculum: the therapeutic reasoning process during the last two years of preparation.

The faculty recognizes that nursing diagnosis, identification of expected results and nursing interventions are the basis of the practice, which is taught using the standardized nursing language model. Through the curriculum, the nursing process focuses as a problem solving activity and as a reasoning and clinical trial process. The first is emphasized in the first two levels, the second in the last two levels.

Humanistic care is the approach that guides inter-human events, processes and relationships seeking the protection, expansion and preservation of human dignity. Its purpose is to expand the quality of nursing care. It encompasses the values, attitudes and personal qualities of the health care provider and involves the balanced fusion of thoughts, feelings, and movement in action. Through this, the student develops sensitivity transformed into an ethical behavior that helps preserve human dignity as a central value in all health care settings and in their professional relationships. The values of the profession and moral virtues are presented as ideals through the curriculum in a sequential manner from their initial appreciation and awareness to satisfaction with the selection and final incorporation into their professional conduct.

This moral professional background introduced during the first two years of study and reinforced and deepened during the last two years contribute to the training of a professional responsible and sensitive to the needs of human beings. Students are expected to demonstrate commitment to these values, integrate them into their professional character and their role as advocates for the patient, and assume responsibility within a legal and ethical framework.

Vertical concepts that provide depth in knowledge, attitudes and skills

The continuous wellness-disease is a complex dynamic process that includes all manifestations of the bio-physiological, psychosocial and spiritual dimensions. All people fluctuate within the search for a near equilibrium for an optimal level of functioning that allows them, their family and communities to develop their full potential. This integrated functioning is evident through human responses that build the variety of health determinants of the person, family and community. The typology of functional health patterns represents the

integration of human functioning in the different dimensions of the client. Health problems, their pathophysiology or psychopathology, can manifest mainly within a functional pattern of the person, but it affects their total functioning and how they respond. Their answers predispose to other health problems. The ultimate goal of the profession is to meet the client's health needs through intervention at the level of well-being in which they are.

Communication is the continuous, dynamic and complex process that facilitates the exchange of information, feelings, ideas and energy that occur in any human experience. It is the fundamental tool that unites all the functions and activities that professional nursing performs as part of its role as a provider and care coordinator and as a member of a profession. It involves five basic components: stimulus, message, sender, receiver, and feedback. As a process it has the following characteristics:

- It involves written, verbal, nonverbal, electronic communication and metacommunication.
- It is influenced by a variety of factors: the sociocultural background, past experiences, knowledge of the subject, the ability to interact with others, perception, the environment where it takes place, physical, mental and emotional state; the stage of development, values, gender, roles and responsibilities, time and space, and territoriality.
- It is used in nursing with the purpose of establishing relationships where problems are solved in mutual help.
- Therapeutic communication skills are essential to develop effective interactions, such as listening, observing, exploring, offering information, answering questions, summarizing and clarifying values, among others.

- It is generated and transmitted with the purpose of promoting, supporting and restoring the health of clients or helping them die in peace.
- Communication skills are used to promote changes in clients and to facilitate collaboration with the interdisciplinary team. Professional nursing integrates information technology by communicating with clients and team members.
- The written communication of the nursing process is used in a precise and clear way to facilitate the continuous estimation of the needs and condition of the patient and to promote the continuity of care. This demonstrates ethical, moral and legal responsibility of the nurse / generalist.
- Effective communication skills are used to perform different roles such as the role of leader, care manager, client rights advocate and others.

Research is the scientific process of inquiring and / or experiencing that involves the collection of deliberate, purposeful and systematic data, its analysis and interpretation to obtain new knowledge, or to add to the existing body of knowledge. Its purpose in nursing is to recommend changes within the system based on evidence. The nurse practitioner or professional generalist is a novice consumer of research. You should evaluate the applicability of research findings to nursing practice and possess the skills to find, read, interpret and use research findings in a way that improves your practice and contributes to the advancement of the profession.

Leadership and Management are skills and abilities necessary to obtain positive changes in the provision of nursing care, to defend health care and to promote the profession. At the individual level, they contribute to determining the care plan for effective collaboration and coordination in achieving interdisciplinary care for the client. At the

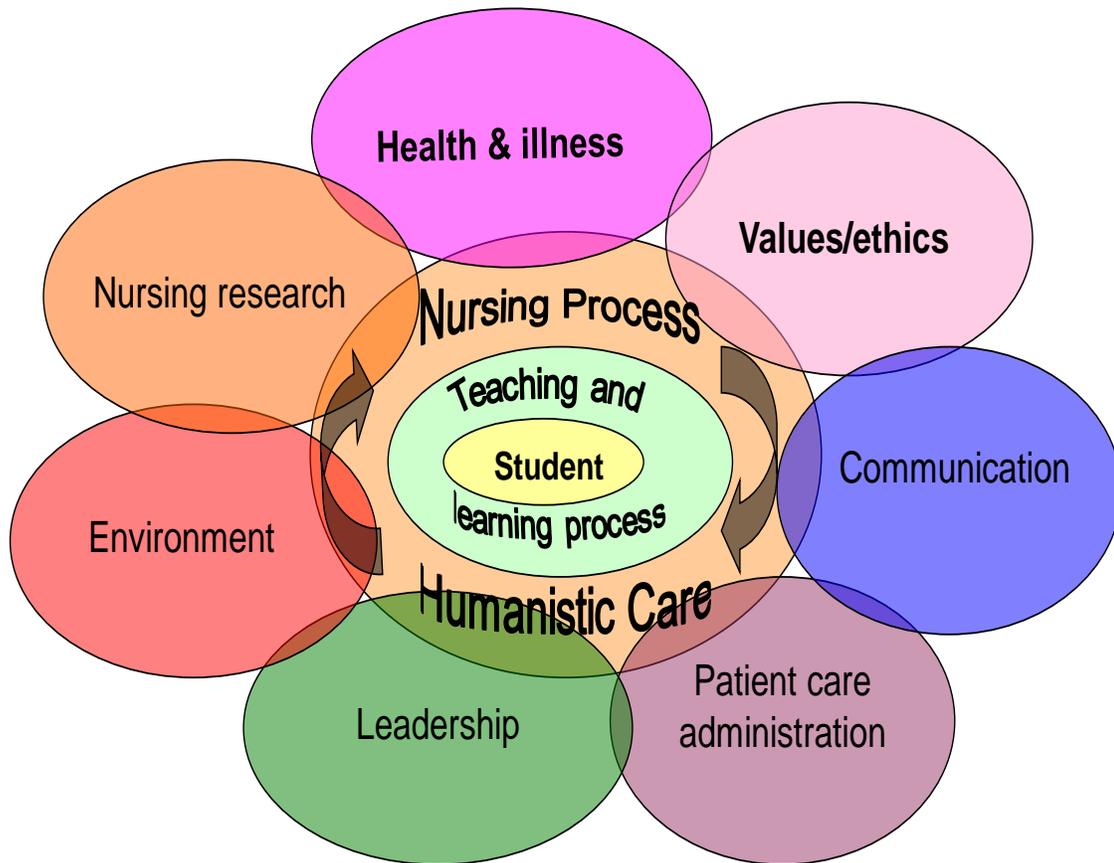
managerial level, they facilitate the appropriate management of resources to maintain quality of care, balance costs and effectiveness and inspire others to follow.

Leadership is the set of skills and behaviors, used consciously and effectively, to fight for the achievement of a vision, goal or change. Its effectiveness depends on the personal traits, skills and behaviors of the leader, as well as the characteristics of the followers and the factors that occur within a particular situation.

Management is the ability to achieve goals for the benefit of the welfare of customers. Its effectiveness depends on the application of planning skills, organization, prioritization, problem solving, secure delegation, supervision and education in the management of resources such as people, the environment, budget, time, information and technology. The emphasis on the first two levels of the curriculum is in teaching and learning management skills at the individual nurse / or client level. At the last two levels of the curriculum, the complexity of the concept is increased to include a broader view of the appropriate management of resources. Leader traits, skills and behaviors are learned, as well as the theoretical perspective, to understand and achieve positive changes in direct and indirect care implanted. Refer to diagram in next page of the Nursing Program Conceptual Model.



Nursing Program Conceptual Model



2007

This figure helps you visualize how all previously presented concepts are related and intercepted.

Profile and Competences of the Graduate - BSN “Learning Outcomes”

Graduate Competencies

The Bachelor of Applied Science in Nursing Program is designed to develop the competencies that allow the student:

Knowledge

1. Demonstrate integrated theoretical and practical knowledge by providing safe and effective nursing care to individuals, families and communities.
2. Know the use of nursing interventions to prevent disease, promote, protect, maintain and restore health.
3. Know the critical thinking skills to make clinical judgments and use the research findings for continuous improvement of nursing practice.

Abilities

1. Use esteem skills and therapeutic interventions when providing nursing care in various settings so that they can improve the expected results of health care.
2. Apply communication skills, collaboration, critical thinking and the use of technology as a provider, care coordinator and as a future member of the profession.
3. Act as leaders and care managers who seek to provide

Attitudes

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

Accrediting Agencies

1. The Ponce Campus of the Inter-American University of Puerto Rico is authorized by the Puerto Rico Board of Education and accredited by the “Middle States Commission on Higher Education” to offer undergraduate, graduate and professional university studies, depending on the case.
2. The program is currently in the process of applying for professional accreditation by the Commission on Colleges of Nursing Education (CCNE). Although this accreditation is voluntary, the goal is to position the program within the highest quality standards, recognized nationally. Student participation in this process will be very important.

Admission Requirements to the Program

1. Comply with all the admission rules established in the General Catalog.
To be a candidate for admission to the Nursing Baccalaureate Program you must have a minimum average of 2.50 of high school or your place of origin.
2. To be a candidate for admission to the third level (third year courses) for the Bachelor of Science in Nursing you must:
 - a. Have successfully completed the requirements of the first two years of the Bachelor of Science in Nursing or,
 - b. Present evidence of having an Associate Degree in Nursing from a recognized and accredited institution of higher education. Candidates who bring an associate degree must complete any general education requirement established by the Institution.
- C. Present upon admission to the Program evidence of any permanent

license you have.

Clinical Practice Requirements

To be admitted to a clinical practice agency it is required:

1. Negative criminal record certificate in force, issued by the Puerto Rico Police.
2. Health Certificate valid for one year, issued by the Puerto Rico Department of Health.
3. Evidence of vaccines against Hepatitis B (3 doses).
4. Evidence of Chickenpox Vaccine (2 doses) or Chickenpox Titles.

Some agencies and courses require additional requirements. The student is responsible for complying with any other requirement that is required for reasons of the practice agency. Among them: updated CPR certificate, negative doping test, negative nose and throat culture, annual influenza vaccine, negative certification of sex offender granted by the Puerto Rico Police.

Transfer Requirements

1. Comply with all admission rules for transferred students or Transfers, established in the General Catalog.
2. Admission to the Program for transfer students or to take concentration courses, in combined tuition requires the prior authorization of both Program directors.

Nursing Program Retention Requirements

1. Comply with all the norms of satisfactory Academic Progress established in the General Catalog.
2. Pass all Nursing courses and the GEMA 1000 Quantitative Reasoning course with a minimum grade of C.
3. Any student who does not pass a concentration course with a minimum of C on his third attempt will be dropped from the Program.

Graduation Requirements

1. For the option of leaving the Associate Degree in Nursing, the student is required to complete 50% of the concentration credits in the Campus that aspires to obtain the degree. The same applies to the Baccalaureate.
2. Take the NURS 4980 course at the campus where you aspire to graduate, except in special situations, with the prior authorization of the Program Director.
3. Every student candidate for graduation from the Associate or Baccalaureate Program in Nursing must graduate with a minimum of 2.50.
4. Upon completing the requirements of the first two years of study, the student has the option of requesting the certification of the Associate Degree in Nursing to request the revalidation.
5. One semester before graduation, the student must request a graduation application from the Registrar's Office.

Requirements to practice nursing legally in Puerto Rico

In Puerto Rico, the nursing profession is regulated by Law # 254 of December 31, 2015. For this purpose, every nursing graduate to be able to legally practice must have a valid nurse / generalist license, issued by the Nursing Examining Board of Puerto Rico.

To obtain the license every candidate has to request, take and pass an exam, known as a revalidation exam. Once the license is obtained, it must be renewed every three years. Law # 82 of June 1, 1973 also requires that every candidate to practice the profession must become a member of the College of Nursing Professionals of Puerto Rico. The nursing program aims to prepare you and facilitate the achievement of these requirements. As you progress through the program you will be provided with all the details about it.

Requirements for Bachelor of Science in Nursing

General Education Requirements	45 credits
Concentration Requirements	72 credits
Elective courses	3 credits
Total 120 credits	

General Education Requirements -- 45 credits

Forty-five (45) credits are required as explained in the General Education Requirements for Baccalaureate section (General Catalog 2015-17, pp. 94-95). Students of this Program are exempted from taking the GEHP 3000 course in the category of Health, Physical Education and Recreation and must pass GEMA 1000 (Quantitative Reasoning and all nursing courses with a minimum grade of C.

General Education Program: 45 credits

CODE	COURSE	CREDITS
GESP 1101-1102-2203	Basic Skills in Spanish	9
GEEN 1101-1102-1103	Basic Skills in English	9
GEMA 1000	Quantitative Reasoning	3
GEIC 1010	Information and computer Technologies	3
GEST 2020	The Natural Environment and the Human Being	3
GECF 1010	Introduction to the Christian Faith	3
GEHS 2010	Historical Process of Contemporary Puerto Rico	3
GEPE 4040	Ethical and social responsibility	3
GEPE 3010,3020, 3030	(select one)	3
GEHS 3020,3050,4020,4030	(select one)	3
GEEC 2000	Entrepreneurial Culture	3

Concentration Requirements: 72 credits

CODE	COURSE	CREDITSS
NURS 1111	Fundamentals of Nursing	4
NURS 1112	Practice of Fundamentals of Nursing	2
NURS 1130	Pharmacology Aspects	3
NURS 1231	Fundamentals of Adult Care I	6
NURS 1232	Practice of Adult Care I	2
NURS 2141	Fundamentals of Maternal-Neonatal Care	3
NURS 2142	Practice of Maternal-Neonatal Care	2
NURS 2233	Fundamentals of Adult Care II	6
NURS 2234	Practice of Adult Care II	2
NURS 2351	Fundamentals of Pediatric Care	3
NURS 2352	Practice of Pediatric Care	2
NURS 2361	Fundamentals in Psychosocial Care	3
NURS 2362	Practice in Psychosocial Care	2
NURS 2970	Transition Seminar	1
NURS 3100	Dimensions of Professional Practice	3
NURS 3115	Introduction to Nursing Research Process	3
NURS 3120	Health Assessment	4
NURS 3140	Intervention in Psychosocial Transition	2
NURS 3190	Professional Intervention During the Life Cycle	4
NURS 4180	Nursing Care for the Family and Community	4
NURS 4911	Practice in Professional Intervention During the Life Cycle	3
NURS 4914	Practice in Nursing Care for the Family and Community	4
NURS 4980	Integrated Workshop	4
	TOTAL	72
Elective course		3

Refer to Curriculum Sequence of the Bachelor of Science in nursing in **Appendix B**

Description of the Nursing Program Courses

Courses in Nursing (NURS)

NURS 1111 FUNDAMENTALS OF NURSING

Introduction to the nursing profession and its historical evolution. Emphasis on the principles of the conceptual frame 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

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 posolgy. Application of the nursing process in medication administration. Requires 45 hours of lecture and 30 hours of open presential or virtual 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, physio psychological and pathological changes that affect the integral functioning of the client, before, during and after childbirth, including the normal new born 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 new born 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, neuropsychology, ethical-legal, 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

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 assessment 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 DURING 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. Demonstration 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 in different scenarios.

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**

Student Support Services

Academic Counseling and Office Hours of Teachers

The University offers academic counseling services to its students. Once the concentration is declared, the academic advisor assigned to the student will guide you in the process of developing to the maximum your potential for studies. The student should go to the academic advisor to receive guidance on their study program. The student is responsible for the courses in which he enrolls.

As a complement to the work in the classroom, teachers will dedicate a few hours a week to the attention of their students. In this sense, the office hours will be set by the teachers, in compliance with the institutional policies, taking into account the hours that are most beneficial for their students. Teachers will announce their office hours in the records of the courses they are offering at the beginning of each academic semester and will publish them at the entrance of their offices.

University Orientation Program

The Inter-American University of Puerto Rico recognizes that, in order to develop an educated person, it is necessary to provide a set of educational experiences and integrated support services programs. Among the services offered by the University is the University Orientation Program. This mission is to promote the integral development of the student, so that it reaches its formative goal and, therefore, its self-realization and well-being.

Professional Counseling as an aid process has a preventive and developmental approach for individuals, although if necessary it identifies, refers and coordinates services for students who may present pathological behaviors in the educational setting.

The Program Services are offered by licensed professionals who help the student develop the necessary skills to get the most out of the university experience. Therefore, the orientation is aimed at addressing the diverse needs of the university student in the following areas:

1. Personnel: interpersonal relationships, self-esteem, self-knowledge, motivation, decision making, etc.
2. Vocational: exploration and career selection, vocational decision making, definition of academic objectives, concentration selection, etc.
3. Educational: different study techniques, academic motivation, etc.

Audiovisual Services

The Campus offers various audiovisual services to strengthen the teaching-learning process, these services have modern technological resources. Audiovisual services are divided into two phases: the production of audiovisual and digital material, complementary to teaching and direct service to the faculty and students.

In addition, materials, videos, sound, photography and graphic arts are designed and produced. Projection services are offered at the group and individual level, as well as exhibitions.

Information Access Center (Library)

The Campus has an Access to Information Center (CAI) with properly trained human resources, educational resources and adequate physical spaces.

The CAI is organized as a system that works in coordination. An online catalog provides access to all the bibliographic resources that the Institution possesses, as well as audiovisual materials, printed magazines and electronic books available for study and research. The Information Access Center provides remote access to the electronic databases subscribed by the Institution, to those that are prepared internally, and to others of scientific interest that are freely available. Each Information Access Center is considered an integral part of the University's library development programs, among which the development of information and research skills stands out.

Educational and Technological Services

The Ponce Campus has a modern information and telecommunications center. This center provides students with technical assistance in the use of technology, as well as other support services to the Academy, such as:

1. Email account (E-mail)
2. Access to the wireless network (Wifi)
3. Support with the Blackboard platform
4. Access to the photocopiers of the Access to Information Center (CAI)
5. Access to computers in the CAI
6. Guide for the search in the automatic service banner system (Web.inter.edu).

Nursing Students Association

The Nursing Students Association was founded in 1995. It is a non-profit university entity duly accredited by the Dean of Students of the Ponce Campus. It was created with the purpose of developing leaders, promoting and protecting the academic, social and cultural well-being of its members, stimulating to the maximum the development of

leadership and group work capacities. To belong to it, the student must be admitted to the Program and request to belong to the Association.

Being a member of the Association the student has:

1. Student representation inside and outside the university community.
2. Right to be elected to positions on the Board of Directors of the Association.
3. Active participation when nominating and electing candidates for different positions.
4. Participation in decision making on matters that are submitted for consideration.
5. Opportunity to participate in the activities organized by the Association.
6. Opportunity to maintain relationships with associations of the Campus and other universities.

As a student of the Campus you can also qualify to belong to the Board of Students, which is the student organization that among other matters attends and processes problems that affect students. In addition, you can participate in other associations of interest such as sports, artistic, cultural, community and religious

Clinical Laboratory Technician

The Nursing program has a full-time laboratory technician who facilitates and reinforces practical experiences once the teacher teaches them. Particular emphasis is given to psychomotor skills. The clinical laboratory technician offers services Monday through Friday from 8:00 am to 12:00 pm and from 1:00 pm to 5:00 p.m. In relation to extended-time courses that require practical skills, students are responsible for selecting the schedule in which the laboratory technician can assist. In addition, the laboratory technician supervises the use of the laboratory, makes loans of equipment to students in coordination with the faculty of the course, carries an appointment itinerary for practice, facilitates the use of laboratory space, equipment and materials.

Practice within a controlled environment

Students who need a particular individualized practice can coordinate it in advance. Upon receiving the approval of the laboratory technician, the individual practice will be supervised by the laboratory technician. The practice sessions, as well as the materials and equipment that will be used, are intended to support the objectives of the course.

Clinical Practice Coordinator

The nursing program has a clinical coordinator. The clinical coordinator, who is a member of the Nursing Program faculty, functions as a facilitator between the cooperating agencies and the Program.

To fulfill this obligation, the clinical practice coordinator is responsible for collecting, presenting and sending to the collaborating agencies the documents required for clinical practices and liability insurance. The clinical practice coordinator offers a follow-up to the practice faculty, with the purpose of ensuring that the student meets the established requirements before beginning their clinical practices. Also, it is the responsibility of the coordinator to guide and follow up the faculty so that the students can carry out the general evaluations of the collaborating agencies and the clinical practices.

Participation in extracurricular activities

The Nursing Program carries out activities aimed at the integral development of the student. The activities are promoted by different means where the student is invited to participate in them. Among the activities that the student is expected to participate are: assemblies, conferences, health promotion activities, fairs, conventions, among others.

The institution, through the office of the Dean of Student Affairs, can sponsor the participation of students in extracurricular activities, especially when participation is relevant to their academic preparation and professional development.

Distinctions / Awards

The University has various mechanisms to recognize the outstanding work of the student. The Rectors and Deans award prizes to students who have excelled in the academic area and extracurricular activities. In addition, to the awards established in the general catalog, there are others granted by the Nursing Program. Academically outstanding students can also qualify for the Honor Program and enjoy its benefits.

Policies and Regulations

The Nursing Program is in compliance with the institution's policies and regulations and supports the university's mission against discrimination as established in the General Student Regulations. Emphasis is placed on the following institutional policies:

Rules for satisfactory academic progress:

The Rules for satisfactory academic progress at the undergraduate level of programs (Normative Document A-0416-055, effective April 28, 2016) in the section VI, page 6, Spanish version (English version not yet available) establishes among others, the component of satisfactory academic progress.

FERPA (Family Educational Rights and Privacy Act) Act 1974 - The Buckley Amendment oversees the management of the student's academic record, guarded by the University. In accordance with this law, the student's academic record and academic progress will be kept confidential.

Intellectual Property Policy: Students are instructed on the application of Normative Document G-0502-003, the Intellectual Property Policy of the Inter-American University of Puerto Rico, and Chapter V, Article 1, Section b2 of the General Student Regulations , which highlights academic infraction due to lack of honor, fraud, plagiarism, and any other inappropriate or unethical behavior, related to academic work or any other action towards that end.

Rights of Disabled Students: In compliance with section 504 of the Vocational Rehabilitation Act, the ADA (American Disabilities Act) and Circular Letter G-145-92, the Inter-American University of Puerto Rico, to the maximum of its capacity, shall provide a reasonable accommodation for students with disabilities or with special needs so that they are able to participate in academic life with equal conditions as the student without disabilities. At the beginning of the semester, the disabled student must submit a request for help at the Office of the Dean of Students, office for the coordination of services for disabled students (OCSED). Once the pertinent evaluation is done, the teachers or professors of each course are informed in writing of the special accommodations or needs that the student needs. Teachers meet privately with the student to discuss the implementation of the recommendations determined for the student.

HIPAA (Health Insurance Portability and Accountability Act: Through the clause established in the affiliation contracts with health institutions, it is established that the University accepts that the personnel, as well as their students,

will observe the federal statutes of the Law. Students They undertake to protect the privacy of all client health information during clinical practice.

Smoking regulation - The purpose of the Regulation is to limit smoking; define and establish smoking and non-smoking areas; and establish penalties for breaking the rules. In this way, people's rights and health are protected.

Use and abuse of alcohol, drugs and tobacco: the manufacture, distribution, possession or illicit use of drugs, controlled substances and alcoholic beverages is strictly prohibited on the premises of any premises and facilities of the Institution.

Sexual harassment in employment and academia: its purpose is to establish the conceptual basis and procedures for complaints about sexual harassment in the workplace or within the academy. Sexual harassment in the workplace or in the academy refers to any type of unwanted sexual encounter, request for sexual favors and any other verbal or physical conduct of a sexual nature, when:

- a. The presentation of such conduct becomes implicit or explicit in a term or condition to be accepted in the university as a student.
- b. The presentation or rejection of such behavior on the student's behavior becomes the basis for the evaluation.
- c. The conduct has the effect or is intended not to be compatible with the student's academic work or when it creates an intimidating, hostile or offensive study environment for the student.

d. The protocol to follow to process the complaint is integrated into the course records and will be discussed every semester.

Health Insurance - All students upon admission must provide evidence of health insurance coverage.

Course requirements: The student will meet the course requirements as established in the curriculum (General Student Regulations, Article 2)

Institutional security policy: in accordance with the institutional security policy, the Nursing Program supports all efforts to protect life, safeguard property and provide safe areas for the university community and visitors. The institution has a university guard service, 24 hours a day and seven days a week. Students must comply with the security, personal and property protection measure recommended by the administration.

Attendance Policy - the General Catalog requires that all students attend classes regularly. Each teacher will establish in the curriculum the requirement of assistance necessary to complete the particular content of the subject. Assistance to controlled and clinical laboratories is essential to pass the nursing program courses. If the student is absent and cannot recover the lost content of the course, the faculty of the course will evaluate the situation on their own merits to determine if an incomplete or a failure is applied.

Incomplete application - the student who cannot meet the course requirement, for justified reasons, may take an incomplete if they have passed 2/3 of the course. It is the student's responsibility to complete what is pending, pay the required fee and then go to the Registrar's office to eliminate the grade (IAUP General Catalog 2017-19).

Request Change of grade: Any student who understands that the grade received in a course is not correct, has the right to request that it be reviewed. The student will fill out the form to change the grade, where he will explain his reasons for not agreeing with the grade. The form is referred to the teacher who awarded the grade. The teacher proceeds to review all the student's work and exams and determines whether the application is appropriate or not. The student is informed of the teacher's determination. If the change proceeds then the teacher sends a written communication to the registrar's office for the change to be processed officially. The teacher's decision prevails.

Ethical and moral responsibility of the student: the student will demonstrate the highest values of personal, professional and academic integrity. It will comply with the principles, rules, legal statutes, ethical code and rules of nursing practice. Students will exercise their roles in a prudent, responsible and safe manner, in accordance with the requirements established in the course. You will become aware of your decisions and actions, minimizing the risk of injuring yourself and others. Plagiarism, fraud, lack of honor, manipulation or falsification of data or work will be subject to disciplinary sanctions established in the General Student Regulations.

By memorandum of the President, cell phone use is restricted while the teacher offers his course or exam. In each of the records this regulation is integrated which will be discussed in detail at the beginning of each course.

Rules for the use of the skills laboratory

The purpose of the skills laboratory is to provide all the necessary resources so that the student can practice, improve and master psychomotor procedures and skills. The laboratory is part of the clinical practice. To achieve this purpose the following rules must be respected:

1. The Laboratory will be used exclusively for the practice and mastery of skills, once they have been taught by the clinical professor,
2. Physical facilities, equipment and laboratory materials may be used upon request one week in advance. Students who have been referred by the clinical professor must request their appointment in the same referral week. Appointments will be made in your spare time and not during the day and class schedule.
3. Appointments for independent group laboratories will be limited to a minimum of five students per group.
4. The student or students who cannot use the facilities on the designated day must notify the clinical skills laboratory technician as soon as possible and proceed to schedule a new appointment.
5. Each student attending the laboratory, an independent tutorial or referral will sign the attendance record located in the office of the skills lab technician.
6. Students should only handle materials, equipment, or models that are in the area of the laboratory that is used and that are related to the skill being practiced.
7. At the end of the laboratory, the students will collaborate with the instructor and / or the authorized personnel in the return of the clean and organized area, and to properly dispose of the used equipment and materials.

8. The student will return all borrowed materials or equipment and at the time of return, notify if something is defective, broken, lost, or has batteries still inside. In case of negligence, replacement of the cost of the equipment may be required.
9. The student will not be allowed to eat, use cosmetics, chat, use the cell phone or do any other activity that affects or interrupts the development of skills that are being carried out in the laboratory area.
10. Each student must bring their corresponding worksheets and rubrics for the procedures to be practiced.
11. It is recommended as clothing for the skills laboratory the use of green scrub uniform and white nursing shoes for your safety.

Rules of access and use of clinical practice agencies

Students and professors are spokespersons for the Inter American University of Puerto Rico and the Nursing Program of the Ponce Campus, its philosophies, missions and goals and the nursing profession wherever they are. Therefore, the student is responsible for fulfilling the philosophy, mission and objectives. They are also expected to respect the philosophy, mission and objectives of the institutions they visit. Violation of the rules of the institutions where your practice takes place will result in the loss of the privileges of clinical practice.

The teacher assigned to clinical practice is responsible for the teaching and learning teaching process. All students are responsible for their actions, and in case of negligence or bad practice, they could be prosecuted. The faculty of the Nursing Program maintains

a close relationship with the clinical practice collaborating agencies that support the education and preparation of the student. The Faculty supervises that students are in compliance with the rules that apply to clinical practice. The student assumes responsibility for fully complying with the following rules:

1. Students will arrive at the clinical areas, by their own means of transportation, on the agreed day and time.
2. They will park in designated areas and if parking requires payment, they will bear the cost.
3. Cell phone use in clinical areas is restricted.
4. The student will comply with the established dress code: jewelry is not accepted except for a wedding ring (without gems or stones) and watch. Some collaborating clinical agencies allow small screens only in females. Religious symbols can be used on a small chain inside the uniform. The hair should be kept short or collected, the beard and mustache should be trimmed. If makeup is used, you should use soft colors without excess. Comfortable baggy uniform, clean, ironed (long pants at ankle level), closed white shoes (without laces) with non-slip, waterproof material and low heel with white socks (not short).
5. By Puerto Rico Department of Health Regulations (PRHD), contact lenses, acrylic or artificial nails are not allowed in clinical areas, eating. The Department of Health also states that natural nails should be kept short, no more than 1/8 "above the reach of the hand, clean and without nail polish."
6. Only uniforms authorized by the nursing program are allowed. An example of the required female and male uniform model will be presented in the

orientation for new students. At the collaborating agency, the student will wear a green lab coat on his uniform, in accordance with the established infection control policy. For the delivery room, operating room, or other established specialized areas, the student will change to a green scrub, in compliance with the agency's regulations.

7. The student will comply with the dress code and uniform, according to the location. El estudiante llevará visiblemente su tarjeta de identificación proporcionada por la Universidad y cualquier otra identificación necesaria.

8. The student (when applicable) will bring the following equipment to each practice: stethoscope, sphygmomanometer, medical scissors, lumígrafo, pen black, blue and red, calculator, pencil, clinical forms according to the course and a small notebook.

9. The clinical area experiences are coordinated according to the objectives established in the clinical practice file. Students must comply with the credentials and documents required by the partner agency; they must be prepared with practice assignments; have the necessary equipment and arrive early. Tardiness will be considered as part of the attendance criteria.

10. Any student, which the faculty considers, is violating the rules for a safe practice, which is putting in imminent danger to himself, the patient and the team, will be referred to the Dean of Student Affairs.

11. The student is responsible for informing the Faculty of any situation that may compromise safety or that alter learning experiences.

Special situations

Incidents/accidents

An incident is considered to be any situation that arises and may have repercussions for the patient, the student, the collaborating agency or the university. An accident is an unforeseen event that results in physical damage with immediate or subsequent repercussions. In any of these cases, the procedure established according to the magnitude of the situation and the contract clauses established between the collaborating agency and the university will be followed.

In case of incident / accident during the course of the class or controlled laboratory experience, the teacher will carry out the applicable corrective action and handle the situation with the coordinator or delegate. If the problem is resolved at this level, the teacher will keep a record, which will be presented following the rules for the provision of documents that appear in the General Catalog. If not resolved at this level, the case will be handled according to established policies.

Health situation: in case of emergency, they will be handled through the first aid office and with the support of security personnel. Cases that are of a mental or emotional nature will refer to the corresponding services with the prior authorization of the student or family (in the case of a minor). Services can be in the first aid office, psychological services and counseling center. This case will be kept strictly confidential.

Incidents / accidents in clinical practices: the teacher will carry out the applicable corrective action and the situation will be handled with the area supervisor or delegate. The teacher will keep a record, according to the rules for the provision of documents that appears in the General Catalog. If not resolved at this level, the case will be treated as follows:

1. Health situation: They will be treated in accordance with the protocol established in the clauses of the contract between the collaborating agency and the university.
2. The teacher will submit a written report to the Clinical and Academic Coordinator of the program. The student who needs follow-up will refer to the first aid office.
3. The institution has a protocol to follow when the accident or incident involves exposure to bloodborne pathogens. It was discussed since the student is admitted to the program and at the beginning of each clinical practice.

Students under 21 years of age: all students under 21 must present an authorization to receive emergency medical care in a hospital. In it, your father, mother or legal guardian authorizes the health agency to offer medical assistance.

Disciplinary situations: They are documented objectively and properly channeled. The Department Coordinator will forward the situation in writing to the Dean of Student Affairs in compliance with the provisions of the Student Regulations. In case of immediate danger, the Department Coordinator will use the corresponding support (first aid personnel, University security or Dean of Student Affairs), to ensure the university community and the safety and welfare of the students.

Complaints

All students have the right to clarify situations that affect their academic performance, performance or the environment in which the teaching-learning process occurs. In the search for solutions, the student will follow the authority channels designated by the institution until he understands that his claim has been treated fairly. The following procedure is recommended:

- a. If the complainant is not satisfied with the result, or the situation is repeated, he or she must present the case to the Nursing Program Coordinator on or before the fifth day the situation occurred.
- b. To assist in the resolution of the situation, the Program Coordinator may appoint a committee of three program collaborators to investigate the situation and present its recommendations.
- c. The Program Coordinator will study the report and implement the recommendations that apply. If he considers it necessary, he will refer the case to the corresponding authorities.

d. Complaints related to violation of rights will be handled according to the Student Handbook, Article 2, Sections A and B.

Nursing Profession Initiation Ceremony

Once the student completes all the requirements of the academic degree, the Nursing Program organizes the Ceremony of Initiation to the Nursing Profession (“Capping” in English). It is a symbolic act where students reaffirm the vocation and receive the symbols of the profession. The faculty encourages students to attend the Initiation Ceremony accompanied by their loved ones. In this way, they proudly celebrate the achievement of their academic goals. Likewise, students are encouraged to participate in graduation events.

Students, please keep this document available, check it frequently and any questions you have about it, do not hesitate to consult with your academic advisor.

This manual will be reviewed periodically as necessary.

Process to Address Academic and Clinical Practice Complaints

(GRIEVANCE PROCESS)

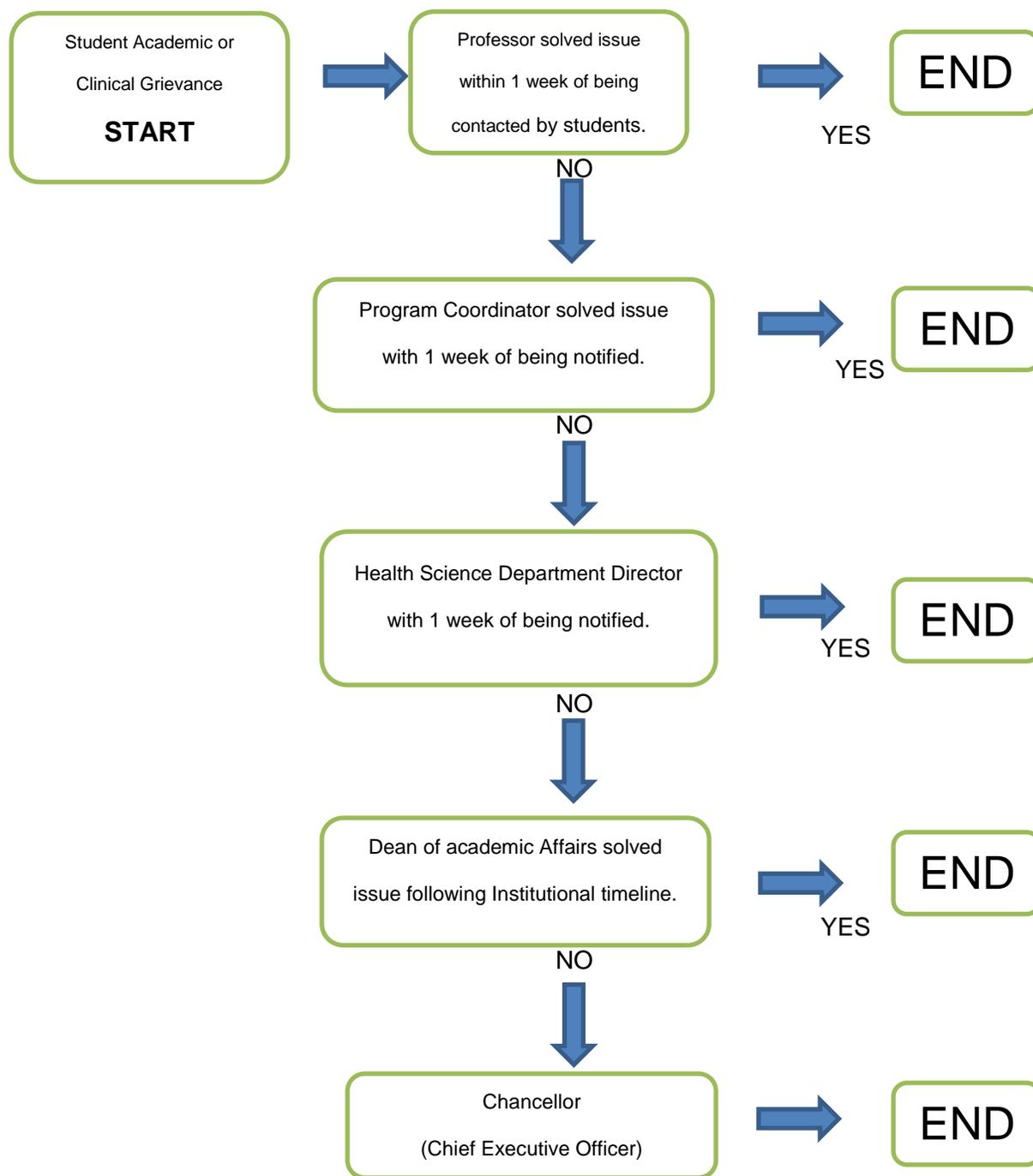
The Health Sciences Department, will use the following process to handle any academic or clinical practice complaints:

1. The student should discuss with the instructor or professor any academic or clinical practice concerns regarding his or her course or clinical practice. The instructor or professor should address the student's concerns within one week from receiving the complaint. In case the concern is regarding the instructor or the professor or if the complaint is not addressed with the allotted time, the student should contact the Program Coordinator.
2. The Program Coordinator will address the student's concerns within a week. If the Program Coordinator is not able to resolve the issue, the complaint will be referred to the Health Sciences Department Director.
3. Once the Health Sciences Department Director receives the complaint, it should be addressed within one week. If the Director is not able to resolve the issue, the complaint will be referred to the Dean of Academic Affairs.
4. Upon receiving notification of the student complaint, the Dean of Academic Affairs should address the student's concern following the institution's timeline.
5. In the eventuality the issue is not resolved by the Dean or if the student is not satisfied with the outcome, the complaint will be referred to the Campus Chancellor, who will have the final decision on the matter.

Note: Complaints will be addressed and resolved within the semester on which they occur.

Appendix A: Grievance Procedure Chart

GRIEVANCE PROCESS



Grievances must be resolved within the same semester on which it occurs.

Revised: August 2017

Appendix B

Curriculum Sequence of the Bachelor of Science in Nursing Program



BACHELOR OF SCIENCE IN NURSING (B.S.N.)

Modality: Classroom Mode

Code: 150

**Effective Since:
July 2018**

FIRST YEAR - I SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE	FIRST YEAR - II SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE
GEIC 1010 – Information and Computing Technologies	3	-	CRSG 2010 GEIC 1000		GEEN 1102, 1202 or 2312– English II	3	GEEN 1101, 1201 or 2311	ECSG 1102 for GEEN1102	
GEEN 1101, 1201 or 2311 – English I	3	-	ECSG 1101 for GEEN 1101		GEHS 2010 – Historical Process of Contemporary Puerto Rico	3	-	HCHG 1010	
■GEMA 1000 – Quantitative Reasoning	3	-	MRSO 1010		GESP 1101 – Literature and Communication: Narrative and Poetry	3	-	SCSG 1101 HCHG 3030	
■NURS 1111 – Fundamentals of Nursing	4	Concurrent: NURS 1112 & 1130	NURS 1121		■NURS 1231 – Fundamentals of Adult Care I	6	NURS 1111, 1112 & 1130 Concurrent: NURS 1232	HCHG 1010	
■NURS 1112 – Practice of Fundamentals of Nursing	2	Concurrent: NURS 1111 & 1130	NURS 1122		■NURS 1232 – Practice of Adult Care I	2	NURS 1111, 1112 & 1130 Concurrent: NURS 1231	-	
■NURS 1130 – Pharmacology Aspects	3	Concurrent: NURS 1111 & 1112	-						
TOTAL	18				TOTAL	17			
SECOND YEAR - I SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE	SECOND YEAR - II SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE
GESP 1102 – Literature and Communication: Essay and Theater	3	GESP 1101	SCSG 1102 HCHG 3030		■NURS 2351 – Fundamentals of Pediatric Care	3	NURS 2141, 2142, 2233 Concurrent: NURS 2352, 2361, 2362, 2970	-	
■NURS 2141 – Fundamentals of Maternal- Neonatal Care	3	NURS 1231 Concurrent: NURS 2142, 2233, 2234	-		■NURS 2352 – Practice of Pediatric Care	2	NURS 2234 Concurrent: NURS 2351, 2361, 2362, 2970	-	
■NURS 2142 – Practice of Maternal-Neonatal Care	2	NURS 1231, NURS 1232 Concurrent: NURS 2141, 2233, 2234	-		■NURS 2361 – Fundamentals in Psychosocial Care	3	NURS 2233 & 2141 Concurrent: NURS 2351, 2352, 2362, 2970	NURS 1221	
■NURS 2233 – Fundamentals of Adult Care II	6	NURS 1231 Concurrent: NURS 2141, 2142, 2234	-		■NURS 2362 – Practice of Psychosocial Care	2	NURS 2142, 2234 Concurrent: NURS 2352, 2361, 2970, 2351	NURS 1222	
■NURS 2234 – Practice of Adult Care II	2	NURS 1231 & 1232 Concurrent: NURS 2142, 2233, 2141	-		■NURS 2970- Transition Seminar	1	NURS 2233, 2141 Concurrent: NURS 2351, 2352, 2361, 2362		
					GECE 1010 – Introduction to the Christian Faith	3	-	IACG 1010	
TOTAL	16				TOTAL	14			
THIRD YEAR - I SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE	THIRD YEAR – II SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE
GESP 2203 –Literature and World View	3	GESP 1102	SCSG 2203, 2023 HCHG 4040		GEEC 2000 Entrepreneurial Culture	3	-	-	
GEEN 1103, 1203 or 2313 – English III	3	GEEN 1102, 1202, 2312	ECSG 1103 por GEEN 1103		■NURS 3140 – Intervention in Psychosocial Transition	2	Concurrent: NURS 3190, 4911	-	
NURS 3100 – Dimensions of Professional Practice	3	Concurrent: NURS 3120, 3115	NURS 3110		■NURS 3190 – Professional Intervention during the life Cycle	4	NURS 3100, 3115, 3120 Concurrent: NURS 3140, 4911	-	
■NURS 3115 – Introduction to Nursing Research Process	3	Concurrent: NURS 3100, 3120	NURS 3130		■NURS 4911 – Practice in Professional Intervention during the Life Cycle	3	NURS 3100, 3115, 3120 Concurrent: NURS 3140, 3190	-	
■NURS 3120 Health Assessment	4	Concurrent: NURS 3100, 3115	-						
TOTAL	16				TOTAL	12			

■ Approve nursing courses and GEMA 1000 with a minimum grade of C.

FOURTH YEAR - I SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE	FOURTH YEAR - II SEMESTER	CRS	REQUISITE	EQUIVALENT COURSE	GRADE
GEST 2020 – The Natural Environment and the Human Being	3	-	IACG 3010, 3020, 3030, MIRG 2020		Select one course of the followings: GEPE 3010 – Art Appreciation GEPE 3020 – Music Appreciation GEPE 3030 – Theater Appreciation	3	-	HCHG 3010 HCHG 3020	
GEPE 4040 – Ethical and Social Responsibility	3	-	HCHG 4020 HCHG 4030		Select one course of the followings: GEHS 3020 – Global Society GEHS 3050 – Human Formation, Society and Culture GEHS 4020 – Ancient and Medieval Western Civilization GEHS 4030 – Modern and Contemporary Western Civilization	3	-	GEHS 2020 GEHS 3030, 3040 - HCHG 4010, IACG 2050, MIRG 2030	
■NURS 4180 – Nursing Care for the Family and Community	4	NURS 3140, 3190 Concurrent: NURS 4914	-		■NURS 4980 – Integrated Workshop	4	NURS 4914 If the student is a candidate for graduation, this course may be offered concurrently with NURS 4180 and 4914.	-	
■NURS 4914 – Practice in Nursing Care to the Family and Community	4	NURS 4911 Concurrent: NURS 4180	-		◆Elective Course	3	-	-	
TOTAL	14				TOTAL	13			

BACHELOR OF SCIENCE IN NURSING (B.S.N.)

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING

General Education Requirements	45
Major Requirements	72
Elective Courses	3
TOTAL	120

Major Requirements – 72 credits

■ Approve courses with a minimum grade of C.

NURS 1111	Fundamentals of Nursing	4	
NURS 1112	Practice of Fundamentals of Nursing	2	
NURS 1130	Pharmacology Aspects	3	
NURS 1231	Fundamentals of Adult Care I	6	
NURS 1232	Practice of Adult Care I	2	
NURS 2141	Fundamentals of Maternal-Neonatal Care	3	
NURS 2142	Practice of Maternal-Neonatal Care	2	
NURS 2233	Fundamentals of Adult Care II	6	
NURS 2234	Practice of Adult Care II	2	2
NURS 2351	Fundamentals of Pediatric Care	3	
NURS 2352	Practice of Pediatric Care	2	
NURS 2361	Fundamentals of Psychosocial Care	3	
NURS 2362	Practice of Psychosocial Care	2	
NURS 2970	Transition Seminar	1	
NURS 3100	Dimensions of Professional Practice	3	3
NURS 3115	Introduction to the Nursing Research Process	3	
NURS 3120	Health Assessment	4	
NURS 3140	Intervention in Psychosocial Transition	2	
NURS 3190	Professional Intervention during the Life Cycle	4	
NURS 4180	Practice in Professional Interventions during the Life Cycle	3	
NURS 4911	Practice in Professional Interventions during the Life Cycle	3	
NURS 4914	Practice in Nursing Care to the Family and Community	4	
NURS 4980	Integrated Workshop	4	

◆ Elective course – 3 credits

We recommend you one course of below:

NURS 3125 Nutrition in Health Promotion	3
NURS 3130 Professionals Interventions in Cardiovascular Illness (Req. NURS 2233)	3
NURS 4240 Administration and Supervision of Nursing Services	3

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 of the 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.
 - 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 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 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

Updated: JUNE 27, 2019

References

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Universidad Interamericana de Puerto Rico. (2012). *Manual de prevención en el uso y abuso de drogas, alcohol y tabaco*. San Juan.

Universidad Interamericana de Puerto Rico. (2017- 2019). *UI Catálogo General*. San Juan.

Universidad Interamericana de Puerto Rico. (2018). *Reglamento General de Estudiantes*,. San Juan.PR