

UNIVERSITY OF PUERTO RICO AT ARECIBO
Nursing Department



***DEPARTMENTAL HANDBOOK FOR
STUDENTS OF THE NURSING PROGRAM***

Revised on December, 2019



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I. MISSION, VISION AND VALUES OF THE PUERTO RICO UNIVERSITY IN ARECIBO

The University of Puerto Rico at Arecibo is an autonomous unit of the public higher education system. It's dedicated to the production and dissemination of knowledge through teaching and research in the areas of arts, sciences and technology. Imparts a quality education that promotes the integral formation of the student as a citizen and professional. Offers a variety of academic programs supported by a network of student services and a faculty committed to staying at the forefront of knowledge, of the different educational modalities and innovative strategies that strengthen the teaching-learning process. The Institution promotes interaction with the community by offering opportunities for professional improvement and continuing education. It fosters socio-cultural enrichment, as well as respect for the plurality of the values of contemporary society and Puerto Rican cultural heritage as a legacy to future generations. (Certification Number 2002-03-32, as amended by Certification Number 2013-14-13 of the Academic Senate of UPRA)

VISION

The University of Puerto Rico at Arecibo will be recognized as a leading academic institution for its programmatic and curricular offer, research and creative work, and community service.

INSTITUTIONAL VALUES

Excellence Encourage the optimal use of human capabilities to comply with academic, administrative, student and community enforcements.

Knowledge	Appreciate knowledge as a rationale for university life and a product of critical thinking.
Respect	Value respect for life and the plurality of human expressions.
Integrity	Act with integrity and responsibility in all processes of university life.
Civism	Promote habits that allow them to perform as citizens who responsibly assume their rights and duties with the country.

II. GOALS OF THE UNIVERSITY OF PUERTO RICO IN ARECIBO

The University of Puerto Rico at Arecibo mission undertakes to:

1. Promote the integral development of the student, through intellectual, emotional, social and ethical enrichment, so that he can achieve his self-realization and actively contribute to the development of our society.
2. Stimulate in the student the capacity for continuous learning, the responsibility for their own growth, and the awareness of their potential as a member that contributes to the development of the country and the international community.
3. Support the research and creative activity.
4. Promote the application of the knowledge that these activities generate in the solution of society's problems.
5. Respond to the changing needs of society by integrating advances in knowledge in the areas of arts, sciences and technology.
6. Ensure the efficient and effective use of the human, physical and economic resources available for the optimal development of academic offerings.

7. Provide the community with the services of the human and physical resources of the Institution.

III. OBJECTIVES OF THE PUERTO RICO UNIVERSITY IN ARECIBO

In order to achieve these goals, the University of Puerto Rico in Arecibo disposes to:

1. Offer and develop study programs leading to baccalaureate degrees and associate degrees that respond to the needs of the community it serves and to the development of society.
2. Offer programs of basic studies in science and liberal arts, which allow students to continue their studies successfully towards the baccalaureate degree by moving to other institutions of higher education.
3. Offer a general education component that opens up intellectual horizons to students, that expands their awareness and sensitivity towards their cultural heritage and international culture and prepares them to make judgments in situations in and outside their specialty.
4. Include in the general education courses a component that develops basic oral and written communication skills, both in Spanish and English.
5. Offer a curriculum that develops critical analysis skills.
6. Provide a curriculum that develops for the use and evaluation of information and the ability to use information technology (computing) ethically and legally.
7. Offer programs and courses aimed at addressing and overcoming the academic deficiencies of the students so that they reach their educational goals.
8. Provide through the Division of Continuing Education and Professional Studies (DECEP), short courses, with or without credits, seminars, workshops,

conferences and certificates that meet the interests of the university community and the external community.

9. Provide counseling, guidance, financial and health assistance services that facilitate adjustment to university life, stimulate academic success and help the student to become useful and responsible citizens.
10. Maintain a high level of excellence in academic offerings through a competent Faculty and up to date in its discipline.
11. Maintain a high level of excellence in academic offerings through the use of non-traditional methods for teaching-learning and the efficient use of traditional library resources and information technology.
12. Develop academic and institutional research programs to enrich and strengthen teaching work.
13. Encourage the active participation of students, faculty and administrative staff in which to do university.
14. Promote interaction with the external community.
15. Provide opportunities for cultural enrichment and social and recreational recreation for both the university and the external community.
16. Strengthen the professional improvement program to keep university staff updated in their respective areas.
17. Establish a continuous assessment process (“Assessment”) in academic programs and offers and in administrative processes, aimed at keeping them updated in order to respond to the need of the community served by the Institution.

IV. MISSION AND OBJECTIVES OF THE NURSING DEPARTMENT PROGRAMS

A. Mission

Aims to transmit nursing knowledge which will enable our students to offer quality bio-social care to clients in different stages of growth and development, accomplished in part by integrating family and community groups, and by utilizing innovative technological tools, with an area of professional emphasis (nursing) and distance education. Aspires to transmit ethical, moral and spiritual values, which will provide students with sensitivity and a responsibility to social matters. Committed to stimulating students' critical thinking, analysis and research skills.

B. General Objectives of Bachelor of Science in Nursing

The graduate of the Bachelor of Nursing Science Program:

1. Develop deep knowledge about the theoretical and conceptual bases of nursing practice.
2. It will offer care as a generalist to clients in the different stages of growth, development, in different health scenarios.
3. Demonstrate mastery of nursing discipline skills.
4. Demonstrate responsibility and sensitivity in your professional role.
5. Demonstrate professional conduct appropriate to nursing practice.
6. Use knowledge about ethical-legal aspects in nursing practice.
7. Value your responsibility as a leader and agent of change in the profession.
8. Obtain knowledge about the research and problem solving process.

9. Use research and troubleshooting tools to obtain knowledge about it.
10. Acquire work in the nursing field.

C. General Objectives of the Associate Degree Program

1. Use basic nursing skills based on knowledge of natural sciences and behavior.
2. You will use the nursing process to provide care according to your technical level of preparation in collaboration with other health professionals.
3. Demonstrate the sense of commitment to the profession to which it belongs, actively participating in professional and community organizations.
4. Develop effective communication skills and participate in activities related to family and community health
5. Apply ethical and legal principles in nursing practice.

V. PHILOSOPHY OF THE NURSING DEPARTMENT

The Department of Nursing is an integral part of the University of Puerto Rico at Arecibo (UPRA). The nursing program responds and is in harmony with the mission and purposes of the UPRA. Its mission is to transmit and increase knowledge through science and arts, giving it at the service of the community. Through the action of professors, researchers, students and graduates, it contributes to the development of ethical values and the enjoyment of culture.

The Baccalaureate Program in Nursing considers that the program must be based on four (4) major concepts that are: the human being, health-illness, nursing and teaching-learning process. The human being is an organism that has physiological, social, psychological, spiritual dimensions and visualizes its needs from a hierarchy. It has the

capacity and potential to modify behaviors, make decisions regarding their state of health and take responsibility for their self-care. Man grows and develops in a community environment, maintaining constant interaction with his family, his groups and a society composed of people of different races, creeds and cultures.

The knowledge of self-care acquired by man uses them to promote, restore and maintain his physical, mental, social and spiritual health. The man perceives and controls his state of health for which he is responsible for his self-care. Self-care is influenced by lifestyles, experiences, cultural values, religious beliefs and socioeconomic status.

Health is a state of dynamic equilibrium where man is maintained throughout his life. It is a state of physical, mental, social and spiritual well-being, not merely the absence of disease. The human being perceives health according to its stage of growth and development and to the coexistence factors at the time of his life. The disease is visualized as a deviation from the integral functioning of the human being.

Nursing is a therapeutic process that facilitates the human being to reach his needs of self-care when he is not in integral operation. The nursing professional has the knowledge to diagnose current and potential nursing problems, provide services to clients, families and groups in the community and evaluate their effectiveness. It uses the nursing process as the tool that gives direction, organization and control in restorative and maintenance care to individuals, families and groups in structured and unstructured scenarios. It has the responsibility of providing education and encouraging individuals to participate actively in their self-care and treatment; He is an advisor, coordinator, client rights defender and leader in the profession.

The nursing professional in the baccalaureate program has the responsibility of providing education and encouraging individuals to participate actively in their self-care: also works as an advisor, coordinator, client rights advocate and leader in the profession. In addition, it has the responsibility of providing education and encouraging individuals to participate actively in their self-care and treatment.

The Associate Degree in Nursing professional works as a technician applying the knowledge acquired and exercising his educational role to stimulate the client to participate in his self-care.

The teaching-learning process is active, dynamic and continuous from the simple to the complex, where the development of knowledge, attitudes, skills and the acceptance of responsibilities are promoted. The student has the responsibility of assuming an active participation and the educator acts as a learning facilitator.

VI. CONCEPTUAL FRAMEWORK OF THE NURSING DEPARTMENT

The curriculum of the Programs of the Department of Nursing at Arecibo is based on the theory of Self Care of Dorothea Orem (1991). This theory is consistent with the beliefs of the faculty as described in the philosophy from which emanate the major concepts of man, health-illness, nursing and the teaching-learning process.

The concept of man develops through the individual sub-concepts and relationships of the individual with the family. The concept of health-illness is permeated through health sub-concepts, self-care requirements and levels of care. In the concept of health-disease, the elements of promotion, restoration and maintenance of self-care requirements are used, universal and developmental requirements are used and for levels of care they

are explained by the element of primary care. The disease sub-concept is permeated through the element of deviation from the state of health and level of secondary care.

The concept of nursing is explained through the sub-concepts of the roles and the nursing process. The elements within the sub-concept of roles are: provider or care manager and member of a profession. The caregiver is integrated into the nursing system with its fully compensatory, partially compensatory and educational support classifications. The caregiver is divided into roles of coordinator and defender of client rights. The ethical and legal values are inherent to the member element of a profession. The nursing process sub-concept is developed as a tool used to provide care in a scientific and systematic way. The communication sub-concept applies to the interaction of the client, family, community groups and members of the health team.

Dorothea Orem (1991) states that nursing is an art, a helpdesk and a technology. The actions are deliberately selected and carried out by the nurses to help the individuals or groups in their care to maintain or change conditions in themselves or in their environment. This includes the patient's perspective on their health condition, that of the doctor, nursing and universal requirements, development, health deviations and self-care. The main focus of nursing is the need of the individual for the action of their self-care and to provide and manage those actions continuously in order to maintain life and health, recover from the disease and deal with its effects. It also contemplates disability or dependence due to health and illness situations.

The related concepts of the Orem theory are: self-care, care requirements and nursing systems. Self-care means that human beings function by maintaining their life, their health and well-being, taking care of themselves. This consists of learning behaviors

with defined purposes that regulate the integrity of the human being, its functions and its development. Self-care behavior is learned in the interaction with social groups through intervention and communication.

The teaching-learning process incorporates and expands the curriculum with activities that help students develop and stimulate critical thinking in their daily lives. The process is also used to learn to collaborate in the development of independent care plans, implementing them according to the level of development and knowledge of the client and their learning needs.

VII. INSTITUTIONAL POLICIES

(See General Catalog 2016-2020 online, p. 23-28, available at:

<http://docs.upra.edu/academico/pdf/Catalog2016-2020.pdf>)

The University of Puerto Rico at Arecibo complies with applicable federal and state laws and the regulations that cover it. The Institution does not discriminate based on race, color, place of birth, sex, sexual orientation, religion, age, political ideas, ethnic origin or impediments in all activities and programs that are sponsored or celebrated in the university system. UPRA has two regulations that contain the general applicable provisions on its government and organization:

(1) the General Regulations of the University of Puerto Rico, and

(2) the General Regulations for Students that include student rights and duties in all aspects of institutional life. (A copy of these regulations can be found in the Dean of Student Affairs, in each department, in the Library and on the University's website at the following address: <http://docs.upra.edu/estudiantiles/pdf/cert-2015-2016->

78_reglamento_estudiantes_UPRA.pdf and docs.upra.edu/student-consumer-information-informacion-al-consumidor/pdf/160-2014-2015_Reglamento_General_UPR_enm_15September2014.pdf).

The Student Regulations of the University of Puerto Rico at Arecibo include:

- student rights and duties
- expression rights, student activities and associations
- student participation structures
- student participation in institutional government
- student electoral processes, student representation and participation
- disciplinary rules and procedures
- academic provisions

To learn about all the policies applicable to students, you must access the official UPRA website at the following address: upra.edu/estudiantiles/reglamentos-y-politicas/ or the official regulations: docs.upra.edu/estudiantiles/pdf/cert-2015-2016-78_reglamento_estudiantes_UPRA.pdf

VIII. ACADEMIC PROGRAMS

BSN Program Sequence Including Program Courses and Credit Hours

Cohorte 2008

FIRST YEAR

First Semester		
CODE	DESCRIPTION	CREDITS
<u>ESPA 3101</u>	Basic Spanish I	3
<u>CISO 3121</u>	Introduction to Social Sciences I	3
<u>INGL 3101</u> ¹	Basic English I	3
<u>INGL 3113</u>	Oral Practice I	0
<u>MATE 3035</u>	Health Related Mathematics	3
<u>BIOL 3008</u>	Basic Topics in Biology	3
TOTAL		15

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ESPA 3102</u>	Basic Spanish II	3
<u>CISO 3122</u>	Introduction to Social Sciences II	3
<u>INGL 3102</u>	Basic English II	3
<u>INGL 3114</u> ²	Oral Practice	0
<u>BIOL 3741</u>	Human Anatomy and Physiology I	4
<u>BIOL 3743</u>	Lab. for Human Anatomy and Physiology	0
<u>QUIM 3051</u>	Principles of General and Organic Chemistry I	5
<u>QUIM 3052</u>	Laboratory for Principles of General and Organic Chemistry I	0
TOTAL		18

¹It may be replaced by any Spanish General Education course listed on section General Education Program.

SECOND YEAR

First Semester		
CODE	DESCRIPTION	CREDITS
CISO 3155	Fundamentals of Statistical Reasoning	3
ESPA 3208	Writing and Style	3
<u>PSIC 3005</u>	General Psychology	3
<u>BIOL 3742</u>	Human Anatomy and Physiology II	4
<u>BIOL 3744</u>	Lab. for Human Anatomy and Physiology II	0
INGL 3093	Conversational English or INGL 3015 English for the Sciences and Technology	3
<u>ENFE 3100</u>	Nursing Assessment	2
TOTAL		18

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 3118</u>	Fundamentals of Nursing	6
<u>ENFE 3119</u>	Laboratory for Fundamentals of Nursing	0
<u>BIOL 2001</u>	Elementary Microbiology	4
<u>BIOL 2002</u>	Laboratory for Elementary Microbiology	0
<u>ENFE 3210</u>	Pharmacotherapy	3
<u>ENFE 4100</u>	Pathological Physiology	4
TOTAL		17

THIRD YEAR

First Semester		
CODE	DESCRIPTION	CREDITS
SICI 3028	Application Software	3
<u>ENFE 4107</u>	Nursing Intervention in Medicine and Surgery	6
<u>ENFE 4108</u>	Lab. for Nursing Intervention in Medicine and Surgery	0
<u>ENFE 4105</u>	Mental Health and Psychiatry	5
ENFE 4106	Lab. Mental Health and Psychiatry	0
<u>ENFE 4075</u>	Introduction to the Research Process	3
TOTAL		17

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 4208</u>	Family and Community Health	4
ENFE 4209	Lab. Family and Community Health	0
<u>ENFE 4109</u>	Normal and Complicated Pregnancy	5
ENFE 4110	Lab. Normal and Complicated Pregnancy	0
<u>ENFE 3215</u>	Nutrition and Diet Therapy	2
HUMA XX	General Education in Humanities ³	3
XXXX	Free Elective Course	3
TOTAL		17

FOURTH YEAR

³ General Education courses will be selected as identified from section General Education Program.

First Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 4206</u>	Pediatric Nursing	5
ENFE 4207	Lab. for Pediatric Nursing	0
<u>ENFE 4216</u>	Nursing Intervention with the Elderly Patient	4
<u>ENFE 4217</u>	Lab. for Nursing Intervention with the Elderly Patient	0
HUMA XX	General Education in Humanities***	3
<u>ENFE 4307</u>	Administration and Management of Nursing Services	3
	Free Elective Course	3
	TOTAL	18

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 4300</u>	The Role of Nursing	6
<u>ENFE 4306</u>	Contemporary Aspects of the Nursing Profession	2
	Two Free Electives Courses	6
	TOTAL	14

Total credits: 134

ELECTIVES

CODE	DESCRIPTION	CREDITS
<u>ENFE 4400</u>	School Health	3
<u>ENFE 4495</u>	Nursing Intervention in the Intensive Coronary Unit	3
<u>ENFE 4405</u>	Industrial Nursing	3
<u>NURS 4406</u>	Legal Aspects of Nursing	3
<u>ENFE 4407</u>	Basic Skills in Health Preservation	3
<u>ENFE 4408</u>	Nursing in the Home and Hospice Health Systems	3
ENFE3006	Educating the family of an alcoholic and a Drug Addict	3
ENFE 3116	Forensic Nursing	3
<u>ENFE 3105</u>	Sexual Education and the Nursing Process	3
<u>ENFE 3106</u>	Wellbeing and the Nursing Process	3
<u>ENFE 3109</u>	The Pregnant Family and its Educational Process	3
<u>ENFE 3115</u>	Educating the Elderly Family	3

BSN COHORTE 2019**FIRST YEAR**

First Semester		
CODE	DESCRIPTION	CREDITS
<u>ESPA 3101</u>	Basic Spanish I	3
<u>CISO 3121</u>	Introduction to Social Sciences I	3
<u>INGL 3101</u> ⁴	Basic English I	3
<u>INGL 3113</u>	Oral Practice I	0
<u>MATE 3035</u>	Health Related Mathematics	3
<u>BIOL 3008</u>	Basic Topics in Biology	3
TOTAL		15

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ESPA 3102</u>	Basic Spanish II	3
<u>HUMA</u>	General Education in Humanities	3
<u>INGL 3102</u>	Basic English II	3
<u>INGL 3114</u> ⁵	Oral Practice	0
<u>BIOL 3741</u>	Human Anatomy and Physiology I	4
<u>BIOL 3743</u>	Lab. for Human Anatomy and Physiology	0
<u>QUIM 3051</u>	Principles of General and Organic Chemistry I	5
<u>QUIM 3052</u>	Laboratory for Principles of General and Organic Chemistry I	0
TOTAL		18

***Para estudiantes que entraron al programa en el 2019 en adelante.**

⁴ Students who score above 580 on the English language part of the College Board Examination will take INGL 3103-Intermediate English I and INGL 3104-Intermediate English II. This sequence does not require the oral practice laboratory.

⁵ It may be replaced by any Spanish General Education course listed on section General Education Program.

SECOND YEAR

First Semester		
CODE	DESCRIPTION	CREDITS
CISO 3155	Fundamentals of Statistical Reasoning	3
ESPA 3208	Writing and Style	3
<u>PSIC 3005</u>	General Psychology	3
<u>BIOL 3742</u>	Human Anatomy and Physiology II	4
<u>BIOL 3744</u>	Lab. for Human Anatomy and Physiology II	0
INGL 3093	Conversational English or INGL 3015 English for the Sciences and Technology	3
<u>ENFE 3100</u>	Nursing Assessment	2
TOTAL		18

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 3118</u>	Fundamentals of Nursing	6
<u>ENFE 3119</u>	Laboratory for Fundamentals of Nursing	0
<u>BIOL 2001</u>	Elementary Microbiology	4
<u>BIOL 2002</u>	Laboratory for Elementary Microbiology	0
<u>ENFE 3210</u>	Pharmacotherapy	3
<u>ENFE 4100</u>	Pathological Physiology	4
TOTAL		17

THIRD YEAR

First Semester		
CODE	DESCRIPTION	CREDITS
ENFE 4220	Nursing Informatics	3
<u>ENFE 4107</u>	Nursing Intervention in Medicine and Surgery	6
<u>ENFE 4108</u>	Lab. for Nursing Intervention in Medicine and Surgery	0
<u>ENFE 4105</u>	Mental Health and Psychiatry	5
ENFE 4106	Lab. Mental Health and Psychiatry	0
<u>ENFE 4075</u>	Introduction to the Research Process	3
TOTAL		17

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 4208</u>	Family and Community Health	4
ENFE 4209	Lab. Family and Community Health	0
<u>ENFE 4109</u>	Normal and Complicated Pregnancy	5
ENFE 4110	Lab. Normal and Complicated Pregnancy	0
<u>ENFE 3215</u>	Nutrition and Diet Therapy	2
HUMA XX	General Education in Humanities ⁶	3
XXXX	Free Elective Course	3
TOTAL		17

⁶ General Education courses will be selected as identified from section General Education Program.

FOURTH YEAR

First Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 4206</u>	Pediatric Nursing	5
ENFE 4207	Lab. for Pediatric Nursing	0
<u>ENFE 4216</u>	Nursing Intervention with the Elderly Patient	4
<u>ENFE 4217</u>	Lab. for Nursing Intervention with the Elderly Patient	0
<u>ENFE 4307</u>	Administration and Management of Nursing Services	3
	Free Elective Course	3
	TOTAL	15

Second Semester		
CODE	DESCRIPTION	CREDITS
<u>ENFE 4301</u>	Rol of Nursing I	2
<u>ENFE 4302</u>	Rol of Nursinf II	2
<u>ENFE 4306</u>	Contemporary Aspects of the Nursing Profession	2
ENFE 4495	Nursing Intervention in the Intensive Coronary Unit	3
	Free Electives Courses	3
	Free Elective Course	3
	TOTAL	15

Total credits: 132

***ELECTIVES**

CODE	DESCRIPTION	CREDITS
<u>ENFE 4400</u>	School Health	3
<u>ENFE 4405</u>	Industrial Nursing	3
<u>ENFE 4406</u>	Legal Aspects of Nursing	3
<u>ENFE 4407</u>	Basic Skills in Health Preservation	3
<u>ENFE 4408</u>	Nursing in the Home and Hospice Health Systems	3
ENFE3006	Educating the family of an alcoholic and a Drug Addict	3
ENFE 3116	Forensic Nursing	3
<u>ENFE 3105</u>	Sexual Education and the Nursing Process	3
<u>ENFE 3106</u>	Wellbeing and the Nursing Process	3
<u>ENFE 3109</u>	The Pregnant Family and its Educational Process	3
<u>ENFE 3115</u>	Educating the Elderly Family	3
		3

**NURSING DEPARTMENT
OPTIONAL MINOR CONCENTRATION IN PATIENT CARE IN CRITICAL
STATUS**

CODE	DESCRIPTION	CREDITS
ENFE 4310	Fundamentals of Nursing Care of the Patient in Critical Status	3
ENFE 4311	Nursing Care of the Patient in Critical Status I	3
ENFE 4312	Nursing Care of the Patient in Critical Status II	3
ENFE 4313	Nursing Care of the Patient in Critical Status III	3
TOTAL		12

**POST-BACCALAUREATE PROFESSIONAL CERTIFICATE IN
GASTROENTEROLOGY NURSING CARE THROUGH THE NURSING
DEPARTMENT AND THE DIVISION OF CONTINUING EDUCATION AND
PROFESSIONAL STUDIES**

FIRST YEAR

First trimesters		
CODE	DESCRIPTION	CREDITS
<u>GAST 6XX1</u>	Introduction to Gastroenterology Nursing	2
GAST 6XX2	Pathologies of Gastrointestinal Disorder	3
TOTAL		5

Second Trimester		
CODE	DESCRIPTION	CREDITS
<u>GAST 6XX3</u>	Pharmacology	2
<u>GAST 6XX4</u>	Gastroenterological Procedures	4

TOTAL	6
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Third Trimester

CODE	DESCRIPTION	CREDITS
<u>GAST 6XX5</u>	Nursing Intervention During Sedative-Analgesic Treatment	2
<u>GAST 6XX6</u>	Professional Standards and Responsibilities	1
TOTAL		3

SECOND YEAR

Fourth Trimester

CODE	DESCRIPTION	CREDITS
<u>GAST 6XX7</u>	Internships	4
TOTAL		4
Total credits		18

**PROPOSED PROGRAM FOR ADN STUDENTS OF UPRA ADMITED TO THE
BSN IN AUGUST 2019**

SUMMER		
CISO 3155	Fundamentals of Statistical Reasoning	3
ELECTIVA	FREE Elective	3
Sub-total		6
AUGUST-DECEMBER		
ENFE 3100	Nursing Assessment	2
ENFE 4075	Introduction to Research Process	3
ELECTIVA	FREE Elective	3
BIOL 3008	Basic Topic in Biology	3
INGL 3102	Basic English II	3
INGL 3114	Basic English II Lab	0
ENFE 4220	Nursing Informatics	3
Sub-total		17
JANUARY- MAY		
QUIM 3051	General and Organic Chemistry Principles	5
QUIM 3052	General and Organic Chemistry Principles Lab	0
ESPA 3102	Basic Spanish II	3
ENFE 4100	Pathophysiology	4
ENFE 4208	Family and Community Health	4
ENFE 4209	Family and Community Health Lab	0
ENFE 3215	Nutrition and Diet Therapy	2
Sub-total		18
AUGUST-DECEMBER		

ENFE 4216	Nursing Intervention with Older Patient	4
ENFE 4217	Nursing Intervention with Older Patient Lab	0
ENFE 4307	Administration and Management of Nursing Services	3
ESPA 3208	Written and Style	3
INGL 3093	Conversational English	3
CISO 3121	Introduction to Social Science I	3
HUMA	Any Humanities from the General Education Program	3
Sub-total		19
JANUARY - MAY		
ENFE 4301	Nursing Role I	2
ENFE 4302	Nursing Role II	2
ELECTIVA	FREE Elective	3
ELECTIVA	FREE Elective	3
ENFE 4495	Inter. de Enfe. En la Unidad de Intensivo Coronario	3
Sub-total		15

**PROPOSED PROGRAM FOR ADN STUDENTS OF UPRA ADMITED TO THE
BSN BEFORE AUGUST 2019**

SUMMER		
CISO 3155	Statistical reasoning	3
ELECTIVA	Free Elective	3
Sub-total		6
AUGUST-DECEMBER		
ENFE 3100	Nursing Assessment	2
ENFE 4075	Introduction to Research Process	3
ELECTIVA	Free Elective	3
BIOL 3008	Basic Topic in Biology	3
INGL 3102	Basic English II	3
INGL 3114	Basic English II Lab	0
SICI 3028	Applied Programming	3
Sub-total		17
JANUARY- MAY		
QUIM 3051	General and Organic Chemistry Principles	5
QUIM 3052	General and Organic Chemistry Principles Lab	0
ESPA 3102	Spanish Basic II	3
ENFE 4100	Pathophysiology	4
ENFE 4208	Family and Community Health	4
ENFE 4209	Family and Community Health Lab	0
ENFE 3215	Nutrition and Diet Therapy	2
Sub-total		18
AUGUST-DECEMBER		
ENFE 4216	Nursing Intervention with Older Patient	4
ENFE 4217	Nursing Intervention with Older Patient Lab	0

ENFE 4307	Administration and Management of Nursing Services	3
ESPA 3028	Written and Style	3
INGL 3093	Conversational English	3
CISO 3121	Introduction to Social Science I	3
HUMA	Any Humanities from the General Education Program	3
Sub-total		19
JANUARY- MAY		
ENFE 4300	Nursing Rol	6
ELECTIVA	Free Elective	3
ELECTIVA	Free Elective	3
CISO 3122	Introduction to Social Science II	3
Sub-total		15

IX. EDUCATIONAL METHODOLOGIES AND INSTRUCTIONAL STRATEGIES

The educational methodology and instructional strategies that will be followed will be those already established by the current program that are:

1. Conferences and discussion
2. Discussion of groups in traditional and non-traditional scenarios
3. Laboratories
4. Movies and videos
5. Videos
6. Seminars
7. Partner dramas and psychodramas
8. Educational visits

9. Guest speakers
10. Simulated laboratories
11. Oral presentations
12. Discussions
13. Peer Evaluation
14. Educational talks
15. Challenge exams
16. "Team Leader"
16. Research proposals
17. Portfolio
18. Theme cards
19. Article writing
20. Family and community study

**X. REQUIREMENTS TO GRANT THE BACHILLERATE DEGREE IN
NURSING SCIENCES**

- The student must comply with the admission rules established by the System From the University of Puerto Rico.
- Must meet an academic graduation rate and a concentration index equal to or greater than 2.00 points.
- Specialty courses must be approved with a grade of A, B or C. No nursing course with a grade of less than "C" is approved.
- Have approved the 36 credits in General Education, 64 credits in the specialty, 20 credits in courses related to science and 12 credits in Free Electives, for a total of 132 credits. As established in the Nursing Program Baccalaureate curriculum

XI. REQUIREMENTS TO GRANT THE ASSOCIATE DEGREE IN NURSING:

- Comply with the admission rules established by the University of Puerto Rico.
- Comply with a minimum academic index of graduation and concentration, not less than 2.00 points.
- Nursing courses are approved with a minimum grade of “C”. (see Annex 18)
- Complete the program curriculum that includes 15 credits in general education courses, 12 credits in related courses, 41 credits in concentration courses for a total of 68 credits.

XII. CONFIDENTIALITY CLAUSE OF MEDICAL RECORDS

HIPPA is a federal law that was passed on August 16, 1996 by the United States Congress. It is known as the "Portability" and Medical Insurance Liability Act; Health, Insurance, Portability, Accountability, Act. Due to this law, the practice centers have implemented a confidentiality clause that obliges the University to establish a confidentiality protocol for the patients to whom we have access during the clinical practice of the students.

XIII. THE DEPARTMENT OF NURSING HAS ESTABLISHED THE FOLLOWING PROTOCOL:

1. Professors will explain the HIPPA Law to students and its implications on the first day of the laboratory. This should be done, even if the laboratory has no clinical area.
2. The professors and students in the first nursing course will sign a confidentiality agreement which will be delivered to the coordinators. (See Annex 19) These will

keep the originals of the document on file and send copies to the hospitals where the practice will take place.

3. Students and teachers should read the document before being signed and be clear about what it means to sign it.
4. Students should NOT have patient documents with name, address or telephone number. Only the patient's initials will be used, if necessary. Any document with this information must be destroyed.
5. The patient's name may be used during the case discussion, clarifying that this information will only be for educational purposes. Faithful compliance with these provisions will guarantee the confidentiality of the patient and his family and legal conflicts for the student and teachers. Enclosed is a copy of the documents that must be signed by the teachers and students.

A. Dress rules for students

Nursing professionals must act correctly and have the responsibility to maintain and promote an adequate image, as this is the visible appearance of a person or profession. The professional image is projected to society and this in turn perceives that image of us in how we dress and behave. The use of appropriate clothing responds to the rules and requirements of the profession, as well as the respect that society has, elements that favor an adequate social image. A properly dressed nurse, according to his profession, inspires confidence and is socially respected. That is why we write the following dress standards to follow in Nursing laboratories.

B. Nursing student dress standards in the simulated laboratory

1. Use of scrub light blue, clean and baggy. The uniform will be provided by the student.
2. Closed and clean shoes
3. Hair collected without striking colors.
4. Short, clean and neat nails. Artificial or painted nails are not allowed, as established by regulations of the Department of Health. (Administrative Order No. 284 of May 31, 2011).
5. Garments allowed:
 - a. A single pair of small screens in the earlobe.
 - b. No screens or garments are allowed in the mouth, tongue, face and in any other visible area of the body.
 - c. Watch with second hand in soft colors or metals, nothing flashy or very large
 - d. A ring shaped ringed.
 - e. The use of chains, bracelets or necklaces is not allowed.

C. Nursing student dress standards in clinical practices

1. Use of nursing uniform, clean and baggy *. Black pants or skirt and white shirt with yellow and black edges. The length of the skirt should be at knee level.
2. White coat or scrub, according to the norm of the hospital, center or course. They must have the logo of the University of Puerto Rico in Arecibo. The uniform will be provided by the student.
3. Official monogram of the nursing department on the left sleeve of the jacket

4. Identification pin (2 1/2 inches long by 1/2 inches wide). You must have the following information written:

Example: Name (initials and surnames): J. Pérez

Program: BSN or ADN Nursing Program

College: U.P.R.A

5. Use of white nursing shoes closed, clean, without laces and the use of tennis is not allowed.
6. White or flesh-colored thin stockings, no designs, when wearing a skirt. Thin short stockings without designs, if you wear pants, up to the middle leg or knee. The skin of the leg cannot be seen when it is felt. Underwear must go unnoticed through the uniform.
7. You can wear a T-shirt under the uniform to cover the cold, in white and without designs, if the practical institution allows it
8. Short, clean and neat nails. Artificial or painted nails are not allowed, as established by regulations of the Department of Health. (Administrative Order No. 284 of May 31, 2011).
9. Official identification of the University of Puerto Rico in Arecibo (ID)
10. Visible tattoos are not allowed, if you have them they should be covered according to the institutional norm
11. Makeup should be moderated, using light colors. The institutions of practice are not allowing makeup in men.
12. In men with beards; It must be short, neat and clean.

13. Clean, short or collected hair. The use of bright colors and / or accessories is not allowed.

14. Garments allowed:

- a. single pair of small screens in the earlobe, in the females. Practice institutions do not allow screens in men.
- b. No screens or garments are allowed in the mouth, tongue, face and in any other visible area of the body.
- c. Watch with second hand in soft colors or metals, nothing flashy or very large
- d. A wedding ring band. The use of chains, bracelets or necklaces is not allowed.

15. Other standards established by the institution of practice may be applied.

* Baggy = wide, wide, large

Failure to comply with these rules will entail appointment with the teacher and guidance on the standards described here. If you violate the rules on a second occasion, you will be asked to leave the simulated room or laboratory.

In clinical practice, if you do not follow the established norms, you will be asked to leave the area, even for the first time, following the norms of the institutions of practice.

XIV. ITEMS AND EQUIPMENT REQUIRED FOR CLINICAL EXPERIENCES

1. Medium bandage scissors
2. Stethoscope
3. Sphygmomanomete

4. Diagnostic set (BSN)
5. Red, black and blue pen
6. Pocket size notebook (that fits in the jacket pocket)
7. Safety glasses

**XV. DOCUMENTS REQUIRED IN HOSPITALS TO BE ABLE TO PERFORM
CLINICAL PRACTICE**

1. Valid Health Certificate (This document has a duration of one year)
2. Criminal Record Certificate with its validation, if it was acquired for online services. (This document has a duration of 6 months)
3. CPR (This document has a duration of two years)
4. Evidence of Hepatitis B Vaccination (Form PVAC-3 of the Department of Health)
5. Evidence of Immunity of chickenpox or chickenpox vaccine
6. Evidence of Seasonal Influenza Vaccination (annual)
7. Copy of student I.D. card
8. Copy of the Health Insurance
9. 2 x 2 photos *
10. N95 Respirator fitting test *
11. Nose and throat culture (negative MRSA - Methicillin Resistant Staphylococcus Aureus) *.
12. Certification of Law 300 (child and old mistreatment) *.
13. TIP techniques (protective intervention techniques) *.

XVI. MENTORS PROGRAM FOR NEW INCOME STUDENTS IN NURSING

Description of the mentoring program:

The mentoring program for new students of the Associate Degree and Baccalaureate Programs in Nursing Sciences has been an initiative of our Department for student retention and strengthening in achieving the goals that have been proposed in their university studies

A. Who is the mentor?

The mentor is a third or fourth and year student of the BSN program or second year Associate Degree in Nursing program. The mentor will guide the newly admitted student during the first year of study in a reliable manner, listening and supporting the student.

This service gives the student the opportunity to:

- Adapt to university life
- Improve their self-esteem and security during the performance of their student work.

B. Committee Functions:

- Establish work plan
- Promote the integration of the mentor student with the new students
- Plan the activity of new students
- Coordinate workshops offered by student service offices
- Identify potential candidates for mentoring students.
- Follow up on mentoring students
- Meetings

C. Mentor Functions:

Offer support to the student in the process of adapting to university life successfully.

D. Committee members:

- Dr. David Reyes
- Prof. Luz M. Santiago – President
- Dr. Suheil Torres
- Prof. Glenda Chaparro
- Prof. Sonia Roselló
- Miss Milagros Mercado
- Mrs. Keila Ríos
- NAUPRA student

XVII. ASSOCIATION OF NURSING STUDENTS - NAUPRA**View**

Improve the quality of service to our society through the knowledge we acquire every day for a healthier world.

A. Mission

The Nursing Students Association's mission is to be defenders of the rights of students and promote the importance of our profession in the world. Group responsible Nursing students and with the impetus to develop their leadership as future health professionals and honor the Master Soul.

B. How to belong?

- ✓ Be an active student of a nursing program (Baccalaureate or Associate Degree).
- ✓ You will have to commit to the Association to participate in all activities and meetings.
- ✓ You must meet the annual fee of \$ 20.00.
- ✓ You must buy our shirt that will be used in all activities and every Wednesday.
- ✓ In addition to recruiting students with outstanding averages, we must understand that the main thing will be to concentrate on recruiting students capable of being leaders and contributing to the association with creative and attainable ideas.

C. How does the Association work?

- We serve the student community of our department helping them in any type of problems that the student has, such as sadness, adaptation to the university, financial need, academic problems, among others.
- We will develop in the community of Arecibo and other villages, carrying out different activities that have to do with health.
- We have the help of our advisors:

Dr. José Acevedo, Prof. Migdalia López, Dr. David Reyes and Dr. Madeline Hernández



NAUPRA Association Logo

XVIII. AWARDS FOR HIGHLIGHTED STUDENTS IN NURSING

The Faculty of the Department of Nursing awards annually, in the acts of the Initiation to the profession, outstanding students, who have completed all nursing courses aimed at obtaining their academic degree, as established in their curriculum. The prizes are as follows:

- Carmen Archilla Medal - Academic Excellence
Leadership Medal
Medal for Excellence in Clinical Practice
- Luis F. Ramos Medal - Public Health and the Community
Medal of the Dean of Student Affairs
- CPEPR Medal

Academic excellence:

A. Carmen Archilla Medal

Presented annually by the Faculty of Nursing at the initiation to the nursing profession and Investiture ceremony to honor an outstanding student of the Associate degree of Nursing and Bachelor of Science in Nursing who has demonstrated a high level of theoretical knowledge in the classroom. This student presents characteristics that promise achievements in the nursing profession.

Presented in Honor to Prof. Carmen Archilla

An influential leader, educator and nurse. He was a catalytic agent to improve the nursing profession by achieving effective communication that promoted the nursing link between the University of Arecibo and the community.

Criteria for awarding the medal:

1. Demonstrate high knowledge of nursing.
2. Maintain the highest average nursing concentration with an average equal to or greater than 3.75 on a scale of 4.00 points.
3. Maintain excellent interpersonal relationships with peers, faculty and the health team.
4. Exhibit responsibility and commitment to the nursing profession.

B. Leadership medal

Presented annually by the faculty at the initiation of the Nursing profession and co-investing ceremony to honor an outstanding student of the Associate Degree in Nursing, Baccalaureate in Nursing Science and the RN-BSN Articulated Program for her demonstrated leadership abilities in the Institution University or in the community.

Criteria for awarding the medal. The student must:

1. Stand out as a leader among your peers.
2. Stand out as a leader in the university community by participating in student organizations and extracurricular activities.
3. Capacity of group agglutination and empowerment.
4. Maintain excellent interpersonal relationships with peers, faculty, health team and university community

5. Exhibit responsibility and commitment to the Nursing profession and the groups in charge.
6. Maintain an academic average of 3.00 or higher.

C. Medal of the Faculty of Nursing of Clinical Practice Excellence

Presented annually by the Faculty of Nursing in the Initiation to the Profession of Nursing and Investiture Ceremony to honor an outstanding student of the Associate Degree in Nursing and Bachelor of Science in Nursing who has demonstrated great potential for effective practice in the clinical area. Demonstrate mastery of nursing care through clinical skills, care and compassion of the patient and family.

Criteria for awarding the medal. The student must:

1. Develop creative and effective approaches in Nursing Practice that contribute to the quality of patient and family care.
2. Display good professional image in Nursing practice.
3. Exhibit responsibility, sensitivity and commitment to clients in their care and to the Nursing profession.
4. Maintain excellent interpersonal relationships with peers, faculty and the health team
5. Maintain an academic average of 3.00 or higher

D. Luis F. Ramos Medal

Public Health and Community Nursing

Presented annually by the Faculty of Nursing at the initiation to the nursing profession and co-investing ceremony to honor a Bachelor of Nursing Science student; that promotes the development of public health in the community considering special communities and high-risk populations.

Presented in honor of Prof. Luis F. Ramos

An outstanding professional and educator in the field of public health and first Public Health Nurse Specialist in the United States.

Criteria for awarding the medal. The student must:

1. Promote and actively participate in community activities that involve Nursing Practice.
2. Exhibit responsibility and commitment to the nursing profession in special communities or high-risk populations.
3. Maintain excellent interpersonal relationships with peers, faculty and the health team.
4. Stand out widely in the field of public health and have carried out a special project in some community.
5. Stand out successfully in the Family and Community Health course.
6. Present a folder with evidence of community activities carried out, the first week of April of each year.

E. CPEPR Medal

The medal of the College of Nursing Professionals of Puerto Rico is awarded to the nursing students who excel in their student, academic, leadership and clinical practice. The Department of Nursing faculty evaluates all candidates who qualify for the award of the medal. On the day of the celebration of the Initiation and Investiture to the nursing profession the medals are awarded.

XIX. INTERNAL PROGRAM

Nursing students have the opportunity to participate in Summer Internship Programs in the United States. The companies that offer internships (South Nassau and Veterans Hospital) interview interested students and determine those that meet the requirements they set. The interview process is carried out in the Nursing Department. The experience serves the student to develop domains of nursing and professional enrichment skills. If interested, you should contact Ms.

Consult, find out about internships without pay and INTD courses