2015

Inter American University of Puerto Rico Aguadilla Campus
Health Science Depatment

Student Orientation Manual

Nursing Program

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Welcome Students

The Health Sciences Department of the Inter American University of Puerto Rico, Aguadilla Campus, has a special interest in that our students receive quality information regarding the Nursing Program in order for them to succeed in their studies and successfully achieve their academic goal. For that reason, the program's faculty and director, Dr. Lourdes Olavarría, excitedly welcome you into the Health Sciences Department's Nursing Program.

Kind regards,

Dra. Lourdes Olavarría, RN, MSN, PhD
Director of Health Science Department

Introduction

The Nursing Program at the Inter American University of Puerto Rico, Aguadilla Campus has as its mission the formation of nurses able to offer competent, sensible, effective, safe, and quality nursing care to the client person, family and community. The Institution is compromised with encouraging an excellent quality for student life, enabling and providing the resources that support education excellence. We aspire for our alumni to meet the workforce's expectations and to be able to serve an ever-changing society. This is where the Aguadilla Campus's Nursing Program efforts are directed towards. The students in the Nursing Program at our Campus have rights and responsibilities, as well as various dispositions which end is the order and normalcy of everyday coexistence. This Student Handbook has been created with the purpose of providing relevant information regarding all matters concerning the rights and the responsibilities of all students so that they might have a guideline to understanding what is expected of them.

Through this manual, you will know everything concerning the Nursing Program; from its structure, accreditations, program curriculum, institutional policies and student norms, among others.

Nursing Program Mission and Goals

The Nursing Program has as its mission the formation of nurses able to offer competent, sensible, effective, safe, and quality nursing care to the client person, family and community. The Program aims to produce graduates prepared to:

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

For the development of this professional diverse and flexible modalities of study are offered. This facilitates mobility from the level of the associate degree to the baccalaureate. Major requirements are offered in a four-year program with an option to leave the Program upon completing the requirements of the first two years. Each year is equivalent to a level in which courses have been organized and developed according to their level of complexity. In the first two years (levels I and II) technical (associate) knowledge and skills are presented; in the last two years (levels III and IV) those corresponding to the professional level (generalist) are presented. This scheme articulates both levels of preparation, (associate degree and Bachelor's Degree in nursing) by integrating knowledge and skills.

Nursing Program Philosophy and Conceptual Framework

The Nursing Program operates under the organizational structure and governance of the Inter American University of Puerto Rico. In harmony with the University's mission and goals, the Program seeks to prepare nurses that are able to offer competent, sensitive, efficient, safe, and quality nursing care to persons, families, and the community.

The Nursing Program's philosophical statements evolve from the faculty's set of beliefs about the concepts of **person,** society, health, nursing, and education.

The **person** is a holistic by nature, complex, unique, and dynamic being with values, rights, and dignity. His capacity to learn from experiences allows him to adapt and participate in self-care, and regulate his state of well-being to an optimal level of functioning. The person is the center of the nursing care, and the epistemology of the nursing profession. The client is the person, family, and community that are interrelated social entities.

Society is comprised of diverse and organized structures that transmit attitude, beliefs, values, and norms of conduct through a socialization process that forms its culture. Society includes all the settings in which nursing interacts, as well as the historical, political, and economic conditions and culture in which the nursing profession evolves. The person and society are mutually affected.

Health is a dynamic set of integrated wellness influenced by internal and external environmental factors, social support structures, and cultural diversities on its expressions of values and beliefs. It requires the constant integration of adaptation processes as regulatory mechanisms that promote, restore, and maintain the person's state of wellness. Health is an inherent potential and a right that every human being holds. The person fluctuates within a dynamic and continuum equilibrium that allows him to reach an optimal functional wellness. This integrated functioning manifests itself through human responses. Dysfunction in human development, self-realization, and inability to reach full potential, make the person, the family, and the community susceptible to health problems that require interventions from nursing and other health-related fields.

Nursing is an essential humanistic service with a body of knowledge, skills and attitudes and an art and science discipline, with well-defined goals that are integrated into the professional practice. Its objective is the diagnosis and the treatment of human responses in an effort to prevent illness and complications. Nursing promotes, maintains, and restores wellness to an optimal state, or helps the person face the dying process with dignity. Nursing actions are based on evidence, scientific research and on interdisciplinary collaboration, allowing for sharing decision-making while providing quality care. It provides health care focused on the person, the family, and the community through a diversity of intrinsic nursing roles in different settings. The nursing practice requires independent actions and collaboration with other members of the health team to accomplish health results outcomes.

Education is a dynamic, continuous, and multidirectional process of social interaction that promotes the development of the person. It involves changes in cognitive, affective, and psychomotor skills, which facilitate the development of the person's potential, and the achievement of his goals at his own pace. This process uses innovative trends in the preparation of the health-care professional. Learning is an active process that belongs only to the learner and is evidenced through behavioral changes. The nursing educator establishes the climate, the structure, and the dialog that facilitates the student's learning processes. The faculty believes these principles apply to nursing students as well as to health care clients.

Faculty also believes in learning a body of knowledge based on natural and psychosocial sciences, general education, and nursing discipline. Education should respond to the needs of a global, competitive society in which high technology provokes accelerated changes. The faculty believes in fostering and facilitating education mobility of students by offering an articulated curriculum with vertical mobility and multiple or flexible options for entering and exiting the Program. The curriculum is designed to progress from simple tasks to complex ones with a minimum of repetition in content and experiences, and to prepare students with the specific competencies required for the associate or baccalaureate degrees.

Conceptual Framework

The Conceptual Framework of the Nursing Program of Inter American University of Puerto Rico seeks to organize the interactions that ought to happen between students and faculty during the teaching-learning process. Learning stems from selected philosophical concepts that guide the educational process. The concepts selected by the faculty and expressed in the philosophy are person, society, health, nursing, and education. From this concept derive sub concepts needed to organize the curriculum, knowledge and skills. Eclectic by nature, the curriculum is primarily based on nursing concepts and theories, philosophical, social, aesthetic, and Christian thoughts, historical, scientific and technological contexts that conceptualize the faculty's beliefs regarding the program's and the Institution's standards. The curriculum broad concepts are the nursing process and humanistic care. The following concepts give depth to knowledge, skills and attitudes: wellness/ illness, communication, research, leadership and health care management.

Horizontal concepts that broaden the curriculum

The nursing process is a scientific, dynamic method with a humanistic approach that nurses use as a tool to offer their services. It is recognized as a diagnostic and therapeutic reasoning process that requires or involves clinical judgment. The diagnostic reasoning is a sub process in which the nurse analyzes the client's health assessment data to determine the state of wellness and identify health dysfunctions. Diagnosis is taught as a cognitive and intellectual process that fosters the development of critical thinking skills.

The therapeutic reasoning helps the nurse identify health outcomes; then plan, implement, and evaluate such outcomes based on previous analysis. Outcomes identification pursues the continuous improvement of the patient's level of functioning, wellness and health concerns, the prevention of health problems, as well as the health recovery or peaceful death.

Therapeutic interventions are those actions related to a nursing diagnosis or interdisciplinary problems that are performed for the client's benefits. Therapeutic interventions are those actions that can be managed independently or collaboratively.

Students are expected to develop competency as they implement interventions in a sensible, efficient, and safe manner. Nursing diagnosis, outcomes identification, and nursing therapeutic interventions are the foundations for nursing practice, which is taught using, standardized nursing language. Critical nursing interventions are part of clinical courses and are taught, practiced and evaluated within the particular courses. Diagnostic and therapeutic reasoning are developed through the curriculum in different settings with different clients.

Humanistic care is the approach that guides humanistic events, processes and relationships and pursues the protection and preservation of human dignity. It integrates values, personal attributes and attitudes to the role of the health care provider and provides for respecting client's preferences, needs, values and cultural diversity that guarantee quality nursing care. This manner, the student will develop an ethical behavior that contributes to the preservation of human dignity. The professional values are presented as ideals throughout the curriculum, in a sequential manner beginning with an appreciation and initial awareness and ending with personal satisfaction for selecting and incorporating these values into the professional behavior. Students are expected to act as patients' advocate and assume their responsibilities within a legal and ethical framework.

The vertical concepts provide in depth knowledge, attitudes and skills

The wellness-illness continuum is a dynamic complex process that includes all the manifestations of the bio-physiological, psychosocial, and spiritual dimensions. Clients move within this continuum and struggle to maintain an optimum level of functioning that allows them to fully develop their potentials. Levels of functioning are evident through the human responses that form the client's health determinants. The functional health pattern typology represents the integrated human functioning in the client's different dimensions. Health situations can occur when a client's functional pattern affects the overall performance. The

ultimate nursing goal is the satisfaction of the client's health needs through interventions based on his actual wellness-illness level.

Communication is a continuous, dynamic, and complex process that facilitates exchanges of information, feelings, ideas, and energy that happen in any human experience. Within the complex and constantly changing environment, nurses must be able to listen, assimilate, interpret, discriminate, gather, and share information. These skills are mastered through the differentiated practice in the Associate and Baccalaureate degrees. Communication skills are fundamental to help students acquire knowledge, skills, and attitudes that enable them to provide safe and effective nursing services. It is a fundamental tool that integrates all the professional nursing functions and activities performed by a professional nurse as a health care provider, care manager, and a member of the profession.

Research is a scientific process of inquiry and experimentation that involves purposeful and systematic data collection, its analysis and interpretation to obtain, or to add new knowledge to the existing body of knowledge. Its purpose is to recommend changes within the system using the best available clinical evidence to improve health outcomes and quality of care. Nurses with both associate or baccalaureate degrees perform interventions based on evidence-based practice. Decisions towards nursing care are sustained based on research findings and other sources of best available evidence.

Leadership and Management are abilities and skills necessary to bring about positive changes when providing nursing care, advocating for health care, or enhancing the profession. At the individual level, leadership and management skills contribute to care planning, collaboration, and effective coordination in the interdisciplinary care of the client. At the management level, these skills facilitate the appropriate use of resources to maintain quality care, balance cost effectiveness, and inspire others to follow.

Leadership is a set of skills and behaviors used in a conscious and effective manner to reach a vision, goal, or bring about changes. Its effectiveness depends on the leader's personal traits, skills, and behavior, as well as the characteristics of the collaborators and other factors that occur within a particular situation.

Management is the ability to reach goals for the benefit of the clients' wellness. Its effectiveness depends on the application of planning skills, organization, prioritization, problem solving, safe delegation, supervision and education in the management of resources such as people, environment, budget, timing, information and technology. In the first two levels of the curriculum, the emphasis is on teaching and learning management skills in the care of individuals and in their role as care coordinators. The last two levels of the curriculum develop traits, skills, and leadership as well as the theoretical perspective needed to understand and achieve positive changes when implementing direct and indirect care to clients.

Profile of the Competencies of Graduates

Applied Science degree in Nursing Learning Outcomes

This **Associate of Applied Science degree in Nursing** is designed to develop the competencies that will permit students to:

Knowledge

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

Skills

1. Demonstrate up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios.
2. Demonstrate care management, coordination skills and effective collaboration as a member of the interdisciplinary team.

3. Use communication skills, critical thinking and the use of technology to maintain the quality of care offered to the client.

Attitudes

1. Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society.
2. Demonstrate responsibility and commitment with their own development and that of the profession.

Bachelor's of Science degree in Nursing Learning Outcomes

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

Knowledge

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

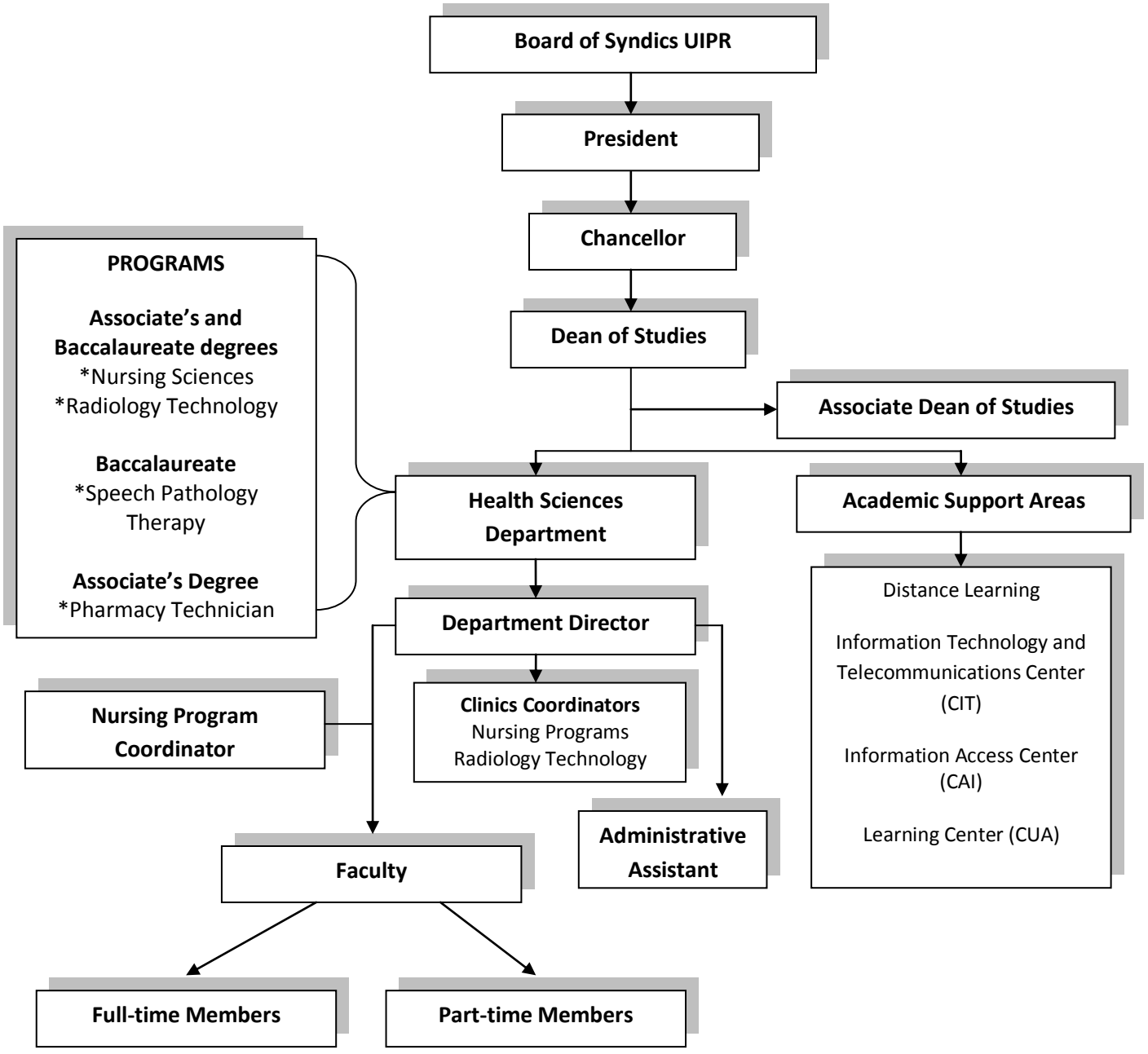
Skills

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

Attitudes

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

Administrative structure Health Science Department



Acreditations

The Bachelor's Program is accredited by the *Accreditation Commission for Education in Nursing (ACEN),* formerly *National League for Nursing Accrediting Commission, Inc.* (NLNAC)

Accreditation Commission for Education in Nursing (ACEN)

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To date, candidacy for the accreditation of the Associate's Degree in Nursing (December, 2014) has been presented.

Aguadilla Campus of the Inter American University of Puerto Rico is accredited by the ***Education Council of Puerto Rico*** *and by* ***Middle State Association***

Program Requirements

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 of the Associate Degree in Nursing in order to apply for the board examination.

Requirements For The Associate Of Applied Science Degree In Nursing

General Education Requirements 24 credits
Major Requirements 41 credits
Total 65

General Education Requirements - 24 credits

Code	Course	Credits
GESP	Spanish	6
GEEN	English 6	6
GEMA 1000	Quantitative Reasoning	3
GEHS 2010	Historical Process of Puerto Rico	3
GECF 1010	Introduction to the Christian Faith	3
GEIC 1010	Information and Computer Literacy	3

Major Requirements - 41 credits

Code	Course	Credits
NURS 1111	Fundamentals in Nursing	4
NURS 1112	Practice of Fundamentals of Nursing	2
NURS 1130	Pharmacology Aspects	3
NURS 1231	Fundamentals of Adult Care I	5
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 of Psychosocial Care	3

NURS 2362	Practice of Psychosocial Care	2
NURS 2970	Transition Seminar	1

Requirements For The Bachelor Of Science Degree In Nursing

General Education Requirements 45 credits,
Major Requirements 72 credits,
Elective Courses 3 credits. Total 120

General Education Requirements - 45 credits

Forty-five (45) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students of this Program are exempt from taking the course GEHP 3000 in the Health, Physical Education and Recreation category.

Major Requirements - 72 créditos

Code	Course	Credits
NURS 1111	Fundamentals in Nursing	4
NURS 1112	Practice of Fundamentals of Nursing	2
NURS 1130	Pharmacology Aspects	3
NURS 1231	Fundamentals of Adult Care I	5
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 of Psychosocial Care	3
NURS 2362	Practice of Psychosocial Care	2
NURS 2970	Transition Seminar	1
NURS 3100	Dimensions of Professional Practice	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	Nursing Care for the Family and Community	4
NURS 4911	Practice in Professional Interventions during the Life Cycle	2
NURS 4914	Practice in Nursing Care to the Family and Community	4
NURS 4980	Integration Workshop	4

Program Plan of Study

First Year (First Level)

First Semester

Course Number	Course Title	*Credits	Corequisites
GEIC 1010	Information and Computer Literacy	3	
GEMA 1000	Quantitative Reasoning	3	
NURS 1111	Fundamentals of Nursing	4	Corequisites NURS. 1112, 1130.
NURS 1112	Practice of Fundamentals of Nursing	2	Corequisites NURS. 1111, 1130.
NURS 1130	Pharmacological Aspects in Nursing	3	Corequisites NURS. 1111, 1112.
GEEN 1101	English as Second Language I	3	
Subtotal		**18**	

Second Semester

Course Number	Course Title	*Credits	Corequisites
GEEN 1102	English as Second Language II	3	R – GEEN 1101
NURS 1231	Fundamentals of Adult Care I	6	Prerequisites: NURS 1111, 1112, 1130. Corequisites: NURS 1232
NURS 1232	Practice of Adult Care I	2	Corequisites: NURS 1231
GEHS 2010	Historical Process of Puerto Rico	3	
GESP 1101	Literature and Communication: Narrative and Essay	3	
Subtotal		**17**	

Second Year (Second Level)

First Semester

Course Number	Course Title	*Credits	
GESP 1102	Literature and Communication: Theater and Poetry	3	Prerequisites: GESP 1101
NURS 2141	Fundamentals of Maternal-Neonatal Care	3	Prerequisite: NURS 1231. Corequisites: NURS 2142, 2233.
NURS 2142	Practice of Maternal-Neonatal Care	2	Prerequisites: NURS 1231, 1232. Corequisites: NURS 2141, 2233, 2234.
NURS 2233	Fundamentals of Adult Care II	6	Prerequisite: NURS 1231.

			Corequisites: NURS 2141, 2142.
NURS 2234	Practice of Adult Care II	2	Prerequisites: NURS 1231, 1232. Corequisites: NURS 2142, 2233.
Subtotal		**16**	

Second Semester

Course Number	Course Title	*Credits	
GECF 1010	The Christian Faith	3	
NURS 2351	Fundamentals of Pediatric Care	3	Prerequisites: NURS 2141, 2142, 2233. Corequisites: NURS 2352, 2361, 2362, 2970.
NURS 2352	Practice of Pediatric Care	2	Prerequisite: NURS 2234. Corequisites: NURS 2351, 2361, 2362, 2970.
NURS 2361	Fundamentals of Psychosocial Care	3	Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351,2362 and 2970.
NURS 2362	Practice of Psychosocial Care	2	Prerequisites: NURS 2142, 2234. Corequisites: NURS 2352, 2361, 2970.
NURS 2970	Transitional Workshop	1	Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351, 2352, 2361, 2362.
Sub total		**14**	

(Source: Nursing Unit/General Catalog)

Third Year

First Semester

Course Number	Course Title	*Credits	Corequisites
NURS 3100	Dimensions of Professional Practice	3	Corequisites: NURS 3120 and 3115, or have an Associate Degree in Nursing.
NURS 3120	Health Assessment	4	Corequisites: NURS 3100, 3115
NURS 3115	Introduction to the Nursing Research Process	3	Corequisites: NURS 3100, 3120.
GEEN 1103	English III	3	Prerequisites: 1102
GESP 2203	World View Through Literature	3	Prerequisites: 1102
Subtotal		**16**	

Second Semester

Course Number	Course Title	*Credits	Corequisites
*GEHS 2020 or 3020 or 3030 or 3040 or 4020 or 4030	Global Vision of Economy, or Global Society, or Human Formation in Contemporary Society, or Individual, Society and Culture, or Ancient, Medieval Western Civilization, or Contemporary Western Civilization	3	
NURS 3140	Intervention in Psychosocial Transition	2	Corequisites: NURS 3190, 4911.
NURS 3190	Professional Intervention during the life cycle	4	Prerequisites: NURS 3100, 3115, 3120. Corequisites: NURS 3140, 4911.
NURS 4911	Practice in Professional Interventions during the Life Cycle	3	Prerequisites: NURS 3100, 3115, 3120. Corequisites: NURS 3140 and 3190.
Subtotal		**12**	

*****Select one course

Fourth Year,

First Semester

Course Number	Course Title	*Credits	Corequisite
GEPE 4040	Ethical Dimensions of Contemporary Matters	3	
*GEST 2020 or 3030	Science, Technology and Environment or The Physical World and the Individual	3	
NURS 4180	Nursing Care of Family and Community	4	Prerequisites: NURS 3140, 3190. Corequisite NURS 4914.
NURS 4914	Practice in the Nursing Care to the Family and Community	4	Prerequisite: NURS 4911. Corequisite: NURS 4180.
Subtotal		**14**	

*****Select one course

Second Semester

Course Number	Course Title	*Credits	Corequisite
*GEHS 2020 or 3020 or 3030 or 3040 or 4030	Global Vision of Economy, or Global Society, or Human Formation in Contemporary Society, or Individual, Society and Culture, or Individual, Society and Culture, or Ancient, Medieval Western Civilization, or Contemporary Western Civilization	3	
NURS 4980	Integration Workshop	4	Prerequisite: NURS 4914, in case the student is a candidate for graduation in the current academic term, this course may be offered concurrrently with NURS 4180 and 4914.
*GEPE 2020, or	Humanistic Studies	3	

3010, or 3020	Art Appreciation Music Appreciation		
	Elective Course	3	
Subtotal		**13**	

(*Source: General Catalog*)

Description of Nursing Courses

NURS 1111 FOUNDATIONS 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 psychophysiological aspects, considering cultural diversity within a safe environment. Corequisites NURS. 1112, 1130. 4 credits

NURS 1112 PRACTICE OF FUNDAMENTALS OF NURSING
Application of the nursing process in the care of adults with common dysfunctions in the functional health patterns that support physical functioning. Beginning of the development of clinical skills to perform in the areas of competence as care providers. Requires a total of 90 hours of laboratory in diverse scenarios. Corequisite: NURS 1111. 2 credits

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

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

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

NURS 2141 FUNDAMENTALS OF MATERNAL-NEONATAL CARE
Description of the evolution of maternal-neonatal nursing integrating the principles of the conceptual framework. Discussion of anatomical, biochemical, physiopsycological 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 pos 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, neuropsysiology, 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 concurrrently with NURS 4180 and 4914. 4 credits

Elective Courses

NURS 3180 NURSING PROCESS WITH THE HIGH RISK NEWBORN
Study of the conditions presented by the high risk neonatal. Discussion of ethical, legal, and moral aspects, humanistic principles and those of the nursing profession that should be taken into consideration when intervening with this population. The student will be exposed to reading, interpreting, and identifying the dysrhythmias that the child can present in a Neonatal Intensive Care Unit (NICU). Emphasis on nursing interventions in the different diagnosis, treatment, dosage, ventilation, mechanical and cardiovascular resuscitation tests. 3 credits

NURS 4190 PHYSIOPATHOLOGY IN ALTERED FUNCTIONAL PATTERNS
In-depth study of the physiopathological processes that cause or are related to selected alterations in functional health patterns throughout the life cycle and their interrelation. In-depth study of factors

contributing to functional alterations, including pathogenic effects produced in an individual's interaction with the environment. 3 credits

NURS 4230 DIVERSE TOPICS
Basic knowledge of organization, integration and reinforcements of content related to care for the following clients: adults, infants, children and adolescents, pregnant women, family and community. Emphasis on mental health clients. 3 credits

NURS 4240 ADMINISTRATION AND SUPERVISION OF NURSING SERVICES
Interpretation of concepts related with management communication between the administrators, supervisors, and collaborators. An integration of the administration, leadership, and total quality concepts in clinical situations. Emphasis on the role of the nursing administrator during the organization of services, decision-making, and assignment of personnel. 3 credits

Student Services

Academic Counseling and Office Hours

To complement the lessons carried out in the classroom, the professors will make themselves available some hours a week to serve our students. Office hours, then, are established by each of the professors and approved by the Director of the Department, considering the times most favorable to the students. The professors are required to include office hours in the course syllabus for each of the courses that he or she will be teaching. The syllabus is given and discussed at the beginning of the semester.

During each academic term, the professors will receive a list of students assigned for academic counseling. This ensures that each student is assigned a professor as mentor to help them with everything concerning credit load, course selection and registration in accordance to

the curricular sequence. It is the student's responsibility to make an appointment with their assigned professor regarding their academic counseling.

Professional Counseling Services

Professional Counseling services enable the new student's adjustment and integration into the higher education environment with the assistance of professional counselors. Services, such as academic development process, vocational, social occupational, educational and integrate personal aspects within the student's development in college, are provided. The Professional Counseling Services assist the students with goal setting, decision making and other alternatives regarding their wellbeing. Professional Counseling promotes the students achievement of both academic and personal goals.

Through the Aguadilla Campus website, www.aguadilla.inter.edu, students have Access to the services offered within the Counseling Center and other offices under the tab: Student Services. Offices within the Student Services tab include: Admissions, Student Records, Financial Aid, Collections Office, Academic Programs, Program Sequence, Satisfactory Academic Progress Norms, Faculty, Distance Learning and Centers, Information Technology and Telecommunications Center (CIT), Learning Center (CUA), Information Access Center (CAI), Educational Services Program, Course Offering Program and Academic Calendars, etc.

Remember to access: www.aguadilla.inter.edu.

Nursing Students Association

The Student Association for the Nursing Program was founded in 1992. It is a non-profit entity recognized by the Dean of Students of the Aguadilla Campus. Its purpose is to cultivate leaders, promote and protect academic, social and cultural wellbeing, while stimulating leadership skills and team work. Affiliation is dependent on admissions to the Program, membership application and fee. The benefits of the Nursing Students Associations membership include**:**

a. Student representation within and outside the college community.
b. The right to be selected to occupy positions within the Association's Board.
c. Active participation in nominating and electing the candidates for the Board's charges.
d. Participation in making decisions regarding student issues and situations.
e. The opportunity to take part in the events and activities organized by the Association.
f. The opportunity to establish relationships with other student associations within the Campus, the System and other Universities.
g. The opportunity to participate in the Nursing Students State Association.

Skills Laboratory Technician

The Nursing Program has a full-time Laboratory Technician which offers practice experience of the psychomotor skills upon course requirement and/or the student's request. The technician offers her services Monday to Friday from 8:00am to 12:00noon and then again, from 1:00pm to 5:00pm.

It is the student's responsibility to request an appointment within the Laboratory Technician's schedule, especially for the courses for which practice skills is required outside of the time allotted for the lectures.

The technician is responsible for enabling the laboratory for practice in accordance to course and/or specialty requirements, as well as has all the necessary materials available for supervised training. The lab technician must provide each professor a student assistance report regarding the practice of the psychomotor skills required.

Skill Laboratory

The Nursing Program has the necessary facilities to include a total of six (6) controlled laboratories. Each one is equipped according to course requirements, i.e. Fundamentals of Nursing, Medical-Surgical I, Medical-Surgical II, Maternal-Neonatal Care, Pediatric Care, and physical assessment, among others. Individualized practice of any skill requires supervision under the laboratory technician, a faculty member, a student mentor/tutor or an authorized person, given the situation.

The skills laboratory technician schedules practices and facilitates the equipment and material required for practice. The controlled laboratory is a strategy used to support the achievement of course objectives.

Simulators

The Nursing Program possesses simulators of both high and low fidelity in order to enrich practice skills. These simulators are used within the teaching and evaluation strategies for various courses.

The Nursing Faculty and students will be responsible for requesting the equipment and materials needed to make use of the simulators. There are a total of twenty (20) high-fidelity and low-fidelity simulators. Some of the high-fidelity simulators are: Sim Mam, Sim Man, Sam II and Virtual IV, among others.

Technological Resources

1. Within the Aguadilla Campus is the Information Technology and Telecommunications Center (CIT). This center provides technological assistance along with other student services such as:
    a. School email
    b. "Blackboard" platform techincal support.
    c. Proctored online tests.
    d. Wireless internet access in the Campus and Department buildings.
    e. Access to printers and photocopiers in the library (CAI), the CIR and the Department.
2. Computer Access within the CIT, CAU and Learning Centers in Añasco and Isabela.
3. Guidelines for how to access grades using the Banner System (my Inter Web-web.inter.edu)
    a. Access to student manual to "Blackboard"
    b. Computerized simulators for medicine administration, intravenous therapy administration, etc.
    c. Screen projectors with audio in each of the classrooms.

Extracurricular Activities

The Nursing Program is compromised to encourage the integral development of its students within academia and community service. The nursing students actively participate in community service activities when they have the opportunity to develop the skills within their professional field.

Among the extracurricular activities in which the Departmen partakes there are: health fairs, assemblies, conferences, congresses, student association activities and, recently, providing services to the homeless through the program "Programa de Operación y Compasión de Iniciativa Comunitaria".

Workshops at the Information Access Center (CAI)

The Nursing Program in the Aguadilla Campus Works hand in hand with the Information Access Center (CAI) through a curriculum of workshops designed to facilitate the necessary tools that students will need to execute the assigned coursework. This allegiance was designed by the CAI's staff through the Nursing faculty's recommendations. In the workshops, the students will have the opportunity to acquire the knowledge and skills required for special assignments. Each course has a specific workshop offered each semester by the CAI's staff and given for each course throughout the four years of study.

For more information, please contact Mrs. Lizzie Colón at (787) 891-0925, ext. 2230, or access: www.aguadilla.inter.edu.

Nursing Program Awards

The Inter American University of Puerto Rico and its Aguadilla Campus, has various awards to recognize the extraordinary works of its students. Apart from the awards listed in the institution's General Catalog, the Nursing Program confers the following:

a. **Prof. Josefina Torres Award.** With this award the Program tributes the person who initiated the Associate Degrees Programs in Puerto Rico. Therefore, it is awarded to an Associate's Degree student that meets the requirements established for such award.

b. **Dr. Ángela De Jesús Award.** This award pays homage to the person whose unconditional support was crucial to initiating the Bachelor Degree in Nursing in 1996 at our Campus. Hence, the student awarded must meet the established requirements which include being a Bachelor degree student.

Institutional Policies

Supporting Services or Special Needs

Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate register in Counseling Center.

Honesty, Fraud and Plagiarism (General Student Regulations, Chapter V)

The lack of honesty, fraud, plagiarism and any other inadequate behavior in relation to academic work constitute major infractions sanctioned by General Student Regulations. Major infractions, according to General Regulation Students, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among others sanctions.

Use of Cellular (Mobile) Telephones and Other Electronic Devices

Cellular (mobile) telephones and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence must be deactivated. Critical situations will be dealt with in an appropriate manner.The use of electronic devices that permit the accessing, storing or sending of data is prohibited during tests or examinations.

Complaints and Grievances Procedures

In case students consider that their rights have been infringed upon by a member of the faculty or they have a claim of an academic nature, they may channel their complaint through the Director of the Academic Department to which such faculty member belongs. If a student does not agree with the decision, such student may appeal through the following channels, as appropriate, following this order: Dean of Division, Dean for Academic Affairs, Chief Executive Officer of the academic unit, President of the University.

Study Benefits for Veterans

Every educational institution authorized to enroll veterans with education benefits must inform the Veterans Affair administration when a veteran has either dropped a course or has failed to participate in any of the required course activities. The institution has no more than 30 days calendar to inform Veterans Administration of such situations.

Uniform Code Policies

This section covers the distinctive uniform for the program's clinical area.

Female:

- Light yellow blouse with ¾ long sleeves.
- Light yellow long pants.
- Closed, white, nurse shoes and white socks.
- White apron to use over the uniform.
- White coat over scrub, whenever used, and upon exiting the area. Should always be worn buttoned.
- Surgical attire (scrub) for the Operating Room (OR), Maternity and Nursery.
- Name tag. The name tag should be worn on the left side of the uniform. It should include the person's full name and status as student and the University's acronym. (For example: *Miss. Aida Soto, NS, UIPRA*).
- Student identification with the photograph and University name visible on the uniform.

- Hair should be worn up (buns, ponytails, etc.) in natural colors and appearance.
- Moderate or simple makeup, with soft tones.
- Cut and clean fingernails. Acrylic or artificial fingernails are not permitted. If painted, nails should wear soft natural tones, preferably clear or transparent.
- Natural or light colored undergarments with no printing or design on them.
- The uniform must not be either slim fitting/snug or too loose.

Male:

- Light yellow sleeved shirt.
- White long pants.
- Closed, white, nurse shoes and white socks.
- Jewelry accessories are not permitted, except for a wrist watch or wedding ring.
- White coat over scrub, whenever used, and upon exiting the area. Should always be worn buttoned.
- Surgical attire (scrub) for the Operating Room (OR), Maternity and Nursery.
- Name tag. The name tag should be worn on the left side of the uniform. It should include the person's full name and status as student and the University's acronym. (For example: *Mr. Víctor Ramirez*, NS, UIPRA).
- Student identification with the photograph and University name visible on the uniform.
- Hair should be cut short or worn up, of natural colors and appearance.
- White inside shirt (no prints or designs) underneath the yellow uniform shirt.
- Natural or light colored undergarments with no printing or design on them.
- The uniform must not be either slim fitting/snug or too loose.
- Hair should be cut short and face should shaved. If the students wear a beard or mustache, it should be neatly trimmed and well kept. Color dyes, showy haircuts or hairstyles are not permitted.

Others:

- Smoking and chewing gum is strictly prohibited in the clinical areas.
- Cellphones cannot be used, and should be kept off or on vibration mode.
- No visible tattoos.
- Body piercings are not allowed.
- Pregnant students will use the program's maternity uniform.

Confidentiality (HIPAA Law)

The Health Insuarance Portability and Accountability Act of 1996 (HIPAA)

HIPAA is a federal regulation created with the purpose of improving the efficiency and effectiveness of the health system through the electronic standardization that allowed the exchange of administrative and financial information. It's primary goals are:

a. Protection of private rights (rights to privacy): includes the privacy and protection of the information that allows for the patient to be identify, such as: demographic data, physical or mental health information.

b. Preserve the quality of health services: meeting with this regulation is the responsibility of every member of the health team. Some actions that meet this requirement are as following:

c. Use the patients initials in all documents used for academic purposes (coursework).

d. Never use photographs, videos, cellphones or any other digital format that may disclose the patient's identity.

e. Never talk about the patient or his/her condition in the halls, elevators or any other public place.

f. Abstain from using cameras, videorecorders, cellphones or any other digital format to take pictures or images of the tasks performed in the laboratory and/or posting them in social media, i.e. Myspace, Facebook, Twitter, Vine, etc.).

Source: http://www.hhs.gov/orc/privacy/hipaa/understanding/index.html

Students' Handbook

The rights and duties of the students are defined in the Inter American University of Puerto Rico's Students' Handbook, which defines a series of provisions with the purpose of promoting order and pacific coexistence on campus. It is the student's responsibility to become familiar with the Handbook. The Students' Handbook can be accessed through both the Campus and Institution's webpage, as well as in the Dean of Students office, where a printed copy of it can be obtained.

Link to the Students' Handbook:

Students' Handbook (Revised: may 2014)

http://documentos.inter.edu/dcs/index.php?article=76

Complaints and Claims

The Aguadilla Campus of the Inter American University of Puerto Rico establishes procedures by which students can bring a complaint to the university's authorities, when it is understood that his/her rights have been affected. The following link includes more information on the subject:

Students' Handbook (revised may 2014)

http://documentos.inter.edy/dcs/index/php?article=76

The complaints and claims of the students are kept under strict confidentiality. Claims are attended according to the established procedure. Within it, a fill-out form is included.

Assessment

The students have the opportunity to evaluate the quality of the Program and the performance of the professors that teach the different courses. This process is done each semester using various evaluation tools and surveys. The results or findings are included in the End of Course Report and are taken into account for course revision, recruiting, professor course assignment, and in the selection of agencies for the clinical practices.

Some of the evaluation methods are administered by the Program while others through the Dean of Academic Affairs. They are all part of the University's assessment and have the purpose of continuously improving the quality of the services offered to our students.

Procedures to obtain the professional license

Upon completion of the university's requisites for the Associate's or Bachelor's degree in Nursing, students must meet the requisites of the Law # 9 of October 11, 1987, known as the Law for Regulation of Nursing in Puerto Rico. In its 13th article, the law states the process to apply for the license and nursing board. Among the requirements to take the board is to

provide evidence of negative certification of criminal history or background; also, the person must not have an alimentary allowance debt (ASUME, for Puerto Rico).

The provisional license granted by the Nursing Board of Examiners of Puerto Rico is valid until the candidate approves the test. The candidate has up to two consecutive attempts in accordance to the dates established by the Board of Examiners to take the exam. After such consecutive attempts, the Board will cancel the validity of the provisional license. The Department has the applications along with the requisites established to obtain the license for each corresponding category according to the law. The address to the Nursing Board of Examiners of Puerto Rico is included below:

JUNTA EXAMINADORA DE ENFERMERAS Y ENFERMEROS
Edif. GM Group Tercer Piso
Ave. Ponce de León, número 1590
PO Box 10200
Santurce, Puerto Rico 00908

Also available, the following telephone numbers:

Tel. (787) 725-8161
(787) 753-4099, 765-2929 Ext. 3461

In order to revalidate, examinations are administered through Didaxis. For information and related documents, please access their webpage at: www.didaxispr.com.

NOTE: If a student is appointed to take the revalidation exam and is unable to attend without proper justification for the absence, the Board of Examiners with count it as if the student had taken the test and failed. This is why the student needs to communicate directly with them if they are unable to take the test on the date and time stipulated.

Professional Association

The Colegio de Profesionales de Enfermería de Puerto Rico (Professional Association of Nursing of Puerto Rico) was created in virtue of the Law 82 of June 1, 1973. This law establishes that every person that works as a professional nurse is obliged to belong to the Association. To access information and the documents required for licensing visit: www.cpepr.org or:

Colegio de Profesionales de la Enfermería de Puerto Rico
PO Box 363647
San Juan, Puerto Rico 00936-3647
Tel. (787) 753-7197

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