



2021

*Inter American University
of Puerto Rico
Aguadilla Campus
Health Science Department*

*Student Orientation Manual
Nursing Program*

Nursing Faculty
Rev. 2021



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Welcome

The Health Sciences Department of the Inter American University of Puerto Rico, Aguadilla Campus, has a special interest in that our students receive relevant information regarding the Nursing Program that facilitates and promote success in their studies and academic goals. We hope that the information provided throughout this document will foster personal, academic achievement and great satisfaction among nursing students in our program. It is with great pleasure that the program's faculty and director, Dr. Lourdes Olavarría, welcome all new nursing students to the Health Sciences Department's Nursing Program.

Best 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 capable to offering competent, sensible, effective, safe, and quality nursing care to the client person, family and community. The Institution is committed to the promotion of quality student life, by enabling and providing the resources that support excellence in education. Our goals are that our alumni can meet the workforce's expectations and to be able to serve an ever-changing society. The Aguadilla Campus's Nursing Program efforts are directed towards these goals.

As in most higher education institutions, students have rights and responsibilities that should be met in order to maintain and provide healthy every day coexistence. This Nursing Student Handbook has been created with the purpose of providing relevant information regarding all matters concerning the rights and the responsibilities of all nursing students. These guidelines provide useful information related to activities and expectations of nursing students during their studies at our Nursing Program.

Throughout this manual, student will find information related to the Nursing Program such as; Nursing Program mission and goals, program curriculum

as well as graduate competencies, administrative organizational structure, accreditations, institutional policies and student norms, among others.

Nursing Program Mission and Goals

The Nursing Program has as its mission the development and education of nurses capable of offering 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 associate degree to the baccalaureate level. The nursing program major is a four-year program design. However, providing an option of an associate degree in nursing upon completion of all course requirements of the first two years (see nursing program sequence). 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) promotes the development of knowledge, skills and attitudes of the associate degree nurse (technical). The next levels (III and IV) of the program

promotes the development of knowledge, skills and attitudes of the professional nurse (generalist). This program structure articulates both levels of preparation; Associate degree and Bachelor's Degree in nursing.

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, dynamic 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 state that integrates 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, 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 expected health 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. Diagnostic and therapeutic reasoning are developed through the curriculum in different settings with different clients. In summary, the nursing process is integrated throughout the curriculum as a problem solving approach that integrates clinical judgement and critical thinking.

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 and 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- Student Learning Outcomes

The **Associate of Applied Science degree in Nursing** is designed to develop the competencies that foster students:

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.

Bachelors of Science degree in Nursing Learning Outcomes

The **Bachelors of Science in Nursing** is designed to develop the competencies that fosters students:

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

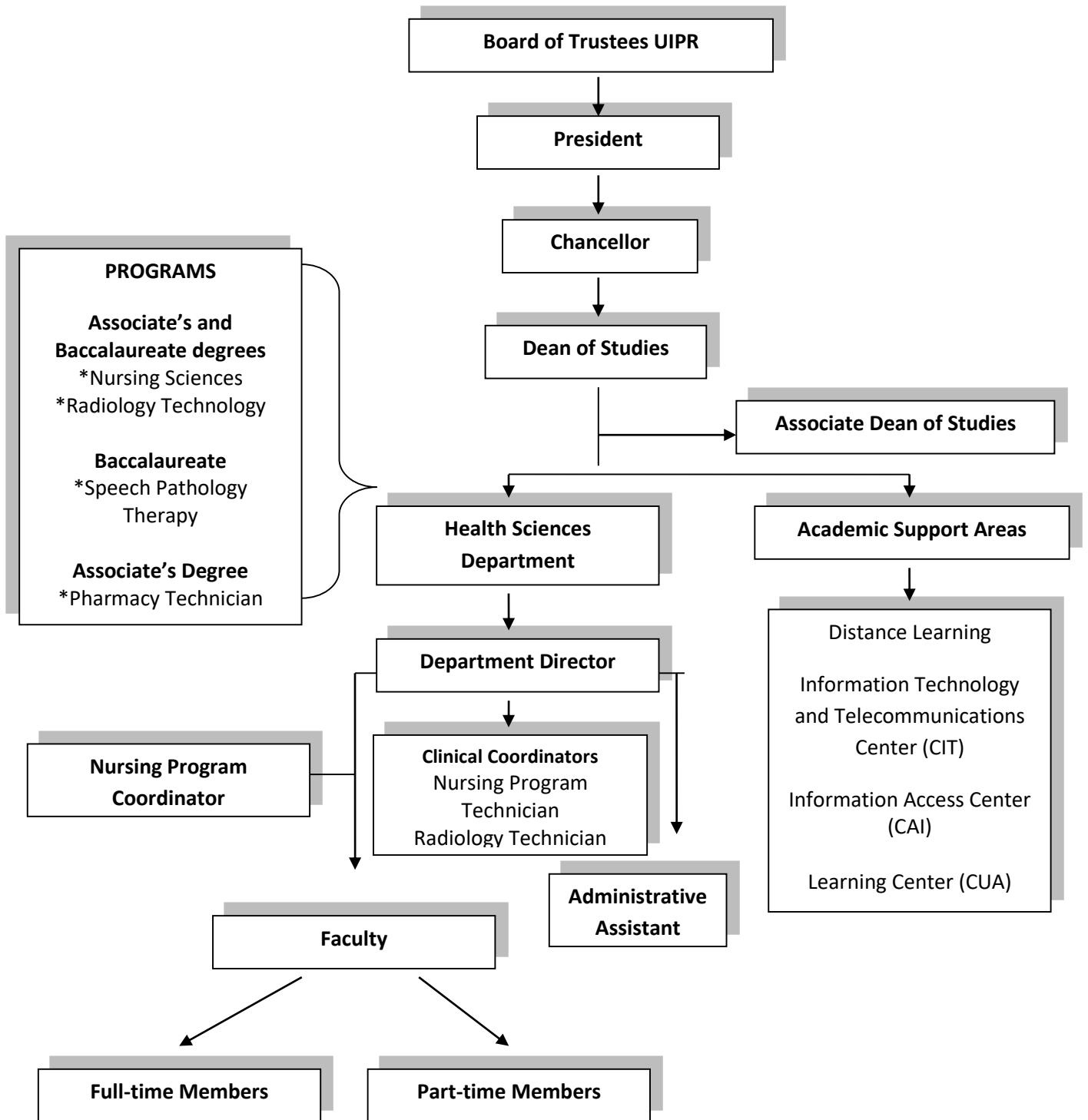
1. Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results.
2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future 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 Health Science Department Structure



Accreditations

The Associate and Baccalaureate Nursing Programs at the Inter American University of Puerto Rico at the Aguadilla Campus located in Aguadilla, Puerto Rico are accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Nursing Program is Continuing Accreditation.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Baccalaureate Nursing Program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>



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



**MIDDLE STATES COMMISSION
ON HIGHER EDUCATION**

Financial Aid Regulation Statement

In compliance with the United States Department of Education (USDE) regulations regarding undergraduate or graduate students' programs that lead to professional licensure that are eligible for student financial assistance programs authorized by Title IV of Higher Education Act of 1965 as amended; The Inter American University Aguadilla Campus communicates the following STATEMENT:

The Associate in Nursing (ASS) and Bachelors in Nursing Science (BSN) Programs at the Inter American University of Puerto Rico, Aguadilla Campus meets Puerto Rico education requirements for Associate Nurse License and General Nurse License for nursing practice in Puerto Rico as stated in Puerto Rico Law Num. 254 approved December 31, 2015. The Inter American University, Aguadilla Campus has not determined if the Associate in Nursing and Bachelors in Nursing Science Programs at the Aguadilla Campus meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia.

Information taken from General Catalog 2019-2020

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. Provide at the time of admission to the Program evidence of any permanent license they possess.

Requirements for Clinical Practice

The following documents are required by the majority of the clinical practice placements:

- *1. Current negative criminal record issued by the Police of Puerto Rico.
- *2. Valid health certificate issued within one year by the Health Department.
- *3. Evidence of Hepatitis B vaccine.
- *4. Evidence of chickenpox vaccine or chickenpox titer tests.
5. CPR
6. Influenza vaccine
7. Student ID
8. HIPAA Certification

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, nose and throat culture and a negative sexual offender certification, copies of medical insurance, Fitting Test. Each student is responsible for keeping their original documents and copies should be handed to their clinical instructors upon request for clinical practice agencies. The Health Science Department will not keep any copies of these documents or students' records in files. Those documents identified with an asterisk (*) are required for all students as stated in the General Catalog 2018-2019 page. 280.

Transfer Requirements:

1. Comply with the admissions requirements for transfer students established in the General Catalog.
2. The admission of transfer students to the program or those interested in taking nursing courses in this campus as a combined registration should have 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 (70%) 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 Program Director.
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 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 or GEEC 2000	Historical Process of Puerto Rico or Cultural Entrepreneur	3
GECF 1010	Introduction to the Christian Faith	3
GEIC 1010	Information Technology and computers	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	6
NURS 1232	Practice of Adult Care I	2
NURS 2141	Fundamentals of Maternal-Neonatal Care	3
NURS 2142	Practice of Maternal-Neonatal Care	2
NURS 2233	Fundamentals of Adult Care II	6
NURS 2234	Practice of Adult Care II	2
NURS 2351	Fundamentals of Pediatric Care	3
NURS 2352	Practice of Pediatric Care	2
NURS 2361	Fundamentals 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.” Nursing Students are exempt from taking the course GEHP 3000-Health, Physical Education and Recreation category.

Nursing 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	6
NURS 1232	Practice of Adult Care I	2
NURS 2141	Fundamentals of Maternal-Neonatal Care	3
NURS 2142	Practice of Maternal-Neonatal Care	2
NURS 2233	Fundamentals of Adult Care II	6
NURS 2234	Practice of Adult Care II	2
NURS 2351	Fundamentals of Pediatric Care	3
NURS 2352	Practice of Pediatric Care	2
NURS 2361	Fundamentals 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	3
NURS 4914	Practice in Nursing Care to the Family and Community	4
NURS 4980	Integration Workshop	4

Nursing Program Study Plan

First Year (First Level), First Semester

Course Number	Course Title	Cre.	Co-requisites
GEIC 1010	Information Technology and Computers	3	
GEMA 1000	Quantitative Reasoning	3	
NURS 1111	Fundamentals of Nursing	4	Co-requisites NURS. 1112, 1130.
NURS 1112	Practice of Fundamentals of Nursing	2	Co-requisites NURS. 1111, 1130.
NURS 1130	Pharmacological Aspects in Nursing	3	Co-requisites NURS. 1111, 1112.
GEEN 1101	English as Second Language I: Communication	3	
Subtotal		18	

Second Semester

Course Number	Course Title	Cre.	Co-requisites
GEEN 1102	English as Second Language II: Reading	3	R – GEEN 1101
NURS 1231	Fundamentals of Adult Care I	6	Prerequisites: NURS 1111, 1112, 1130. Co-requisites: NURS 1232
NURS 1232	Practice of Adult Care I	2	Co-requisites: NURS 1231
GEHS 2010 GEEC 2000	Historical Process of Puerto Rico or Cultural Entrepreneur	3	
GESP 1101	Literature and Communication: Narrative and Essay	3	
Subtotal		17	

Second Year (Second Level), First Semester

Course Number	Course Title	Cre.	Co-requisites
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GESP 1102	Literature and Communication: Theater and Essays	3	Prerequisites: GESP 1101
NURS 2141	Fundamentals of Maternal- Neonatal Care	3	Pre-requisite: NURS 1231. Co-requisites: NURS 2142, 2233.
NURS 2142	Practice of Maternal-Neonatal Care	2	Pre-requisites: NURS 1231, 1232. Co-requisites: NURS 2141, 2233, 2234.
NURS 2233	Fundamentals of Adult Care II	6	Pre-requisite: NURS 1231. Co-requisites: NURS 2141, 2142.
NURS 2234	Practice of Adult Care II	2	Pre-requisites: NURS 1231, 1232. Co-requisites: NURS 2142, 2233.
Subtotal		16	

Second Semester

Course Number	Course Title	Cre.	Co-requisites
GECF 1010	The Christian Faith	3	
NURS 2351	Fundamentals of Pediatric Care	3	Pre-requisites: NURS 2141, 2142, 2233. Co-requisites: NURS 2352, 2361, 2362, 2970.
NURS 2352	Practice of Pediatric Care	2	Pre-requisite: NURS 2234. Co-requisites: NURS 2351, 2361, 2362, 2970.

NURS 2361	Fundamentals of Psychosocial Care	3	Pre-requisites: NURS 2233, 2141. Co-requisites: NURS 2351, 2362 and 2970.
NURS 2362	Practice of Psychosocial Care	2	Pre-requisites: NURS 2142, 2234. Co-requisites: NURS 2352, 2361, 2970.
NURS 2970	Transitional Workshop	1	Pre-requisites: NURS 2233, 2141. Co-requisites: NURS 2351, 2352, 2361, 2362.
Sub total		14	

(Source: Nursing Unit/General Catalog)

Third Year, First Semester

Course Number	Course Title	Cre.	Co-requisites
NURS 3100	Dimensions of Professional Practice	3	Co-requisites: NURS 3120 and 3115, or have an Associate Degree in Nursing.
NURS 3120	Health Assessment	4	Co-requisites: NURS 3100, 3115
NURS 3115	Introduction to the Nursing Research Process	3	Co-requisites: NURS 3100, 3120.
GEEN 1103	English III as a second language: Writing	3	Pre-requisites: 1102
GESP 2203	World View Through Literature	3	Pre-requisites: 1102
Subtotal		16	

Second Semester

Course Number	Course Title	Cre.	Co-requisites
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GEHS 4020	Medieval and Ancient Western Civilization	3	
GEHS 4030	Modern and Contemporary Civilization		
GEHS 3050	Human Development, Society and Culture		
GEHS 3030	Human Development, Contemporary Society (select one course within these categories)		
NURS 3140	Intervention in Psychosocial Transition	2	Co-requisites: NURS 3190, 4911.
NURS 3190	Professional Intervention during the life cycle	4	Pre-requisites: NURS 3100, 3115, 3120. Co-requisites: NURS 3140, 4911.
NURS 4911	Practice in Professional Interventions during the Life Cycle	3	Pre-requisites: NURS 3100, 3115, 3120. Co-requisites: NURS 3140 and 3190.
Subtotal		12	

*Select one course

Fourth Year, First Semester

Course Number	Course Title	Cre.	Co-requisite
GEPE 4040	Ethics and social responsibility	3	
*GEST 2020 or GEST 2030	Human Being and natural environment Technology and Environment	3	
NURS 4180	Nursing Care of Family and Community	4	Pre-requisites: NURS 3140, 3190. Co-requisite NURS 4914.

NURS 4914	Practice in the Nursing Care to the Family and Community	4	Pre-requisite: NURS 4911. Co-requisite: NURS 4180.
Subtotal		14	

*Select one course

Second Semester

Course Number	Course Title	Cre.	Co-requisite
*GEPE 3010 GEPE 3020 GEPE 3030	Art Appreciation Music Appreciation Theater Appreciation	3	
GEEC 2000	Cultural Entrepreneur	3	
NURS 4980	Integration Workshop	4	Pre-requisite: NURS 4914, in case the student is a candidate for graduation and has all GE Course approved in the current academic term, this course may be offered concurrently with NURS 4180 and 4914.
	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. Co-requisites NURS. 1112, 1130. 4 credits

NURS 1112 FUNDAMENTALS OF NURSING PRACTICE

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. Co-requisite: NURS 1111. 2 credits

NURS 1130 PHARMACOLOGICAL ASPECTS IN NURSING

Discussion of relevant aspects of the study of the pharmacology including the biochemical, physiological, research and legal aspects. Use of the principles and skills of posology. Application of the nursing process in medication administration. Requires 45 hours of lecture and 30 hours of open laboratory Co-requisite: 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, physio pathological, 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. Co-requisite: NURS 1232. 6 credits

NURS 1232 ADULT CARE I PRACTICE

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.
Co-requisite: 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, physiological 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.
Co-requisites: NURS 2142, 2233. 3 credits

NURS 2142 MATERNAL-NEONATAL CARE PRACTICE

Application of the nursing process using the functional patterns of health in the care of clients during pregnancy, childbirth and post childbirth. The care of the normal new born is included during the early neonatal stage. Requires a total of 60 hours of clinical practice in diverse scenarios. Pre-requisites: NURS 1231, 1232.
Co-requisites: 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, physiological, 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. Pre-requisite: NURS 1231.
Co-requisites: NURS 2141, 2142. 6 credits

NURS 2234 ADULT CARE II PRACTICE

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. Pre-requisites: NURS 1231, 1232.
Co-requisites: 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 physiological and environmental concepts and the conceptual framework of curriculum. Pre-requisites: NURS 2141, 2142, 2233.
Co-requisites: NURS 2352, 2361, 2362, 2970. 3 credits

NURS 2352 PEDIATRIC CARE PRACTICE

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. Pre-requisite: NURS 2234.
Co-requisites: NURS 2351, 2361, 2362, 2970. 2 credits

NURS 2361 FUNDAMENTALS OF PSYCHOSOCIAL CARE

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

NURS 2362 PSYCHOSOCIAL CARE PRACTICE

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.

Co-requisites: 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. Pre-requisites: NURS 2233, 2141. Co-requisites: 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. Co-requisites: NURS 3120 and 3115, or have an Associate Degree in Nursing.

3 credits

NURS 3115 INTRODUCTION TO 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. Co-requisites: 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 controlled university setting laboratory. Co-requisites: 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. Co-requisites: 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. Co-requisites: NURS 3140, 4911. 4 credits

NURS 4180 FAMILY AND COMMUNITY NURSING CARE PRACTICE

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. Pre-requisites: NURS 3140, 3190. Co-requisite NURS 4914. 4 credits

NURS 4911 PROFESSIONAL INTERVENTIONS DURING THE LIFE CYCLE PRACTICE

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. Pre-requisites: NURS 3100, 3115, 3120.

Co-requisites: NURS 3140 and 3190. 3 credits

NURS 4914 FAMILY AND COMMUNITY NURSING CARE PRACTICE

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. Pre-requisite: NURS 4911.

Co-requisite: NURS 4180.

4 credits

NURS 4980 INTEGRATED WORKSHOP

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

4 credits

Student Services

Academic Counseling and Office Hours

Besides teaching responsibilities, faculty also attend students for academic counseling. Faculty member are assigned students each semester for this purpose during office hours. Faculty office hours are communicated to the program chair and are posted at the Science Department bulletin board and in course syllabus. Therefore, making this information accessible so that students can contact their faculty advisor for an appointment. Faculty members will explore student goals and difficulties concerning their academic workload, progress, course selection

and others. When faculty identify difficulties that affect academic progress, students can be referred to academic or professional counseling through the online faculty feedback. This is an online tool used for early interventions that support student needs and academic goals. These tools are also used by faculty when students are registered in their courses are not meeting course requirements.

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 information about services offered within the Counseling Center and under Student Services such as: Admissions, Student Records, Financial Aid, Collections Office, Academic Programs, Program Sequence, 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 and others.

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 university system, and other universities.
- g. The opportunity to participate in the Nursing Students State Association.

Student Council

The student council is the official organization within the campus that represents the student body and fosters leadership. They maintain effective communication with the university administration and campus students. They channel all student concerns related to the academic environment, besides promoting and creating an intellectual atmosphere that stimulates students' development.

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 laboratory technician offers services Monday thru Friday from 8-12 noon and from 1-5pm.

It is the students' responsibility to request an appointment within the laboratory technicians' schedule, especially for those courses for which practice skills are required.

The technician is responsible for enabling the laboratory for practice in accordance to course and/or special requirements. This includes providing all the necessary materials available for skill practices. The laboratory technician will keep record of student attendance and of skills practiced.

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; for example: Fundamentals of Nursing, Adult I & II, Maternal-Neonatal Care, Pediatric Care, and Physical Assessment, among others. Any skill that requires

mentoring or that poses that need for further explanations or demonstrations should take place under the laboratory technician, a faculty member, a student mentor/tutor or an authorized person.

Therefore, the laboratory technician is another resource to enhance student learning through scheduled practices, provision of required equipment and material required. The controlled laboratory is a strategy used to support course objective achievement.

Simulators

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

The nursing faculty and students are responsible for requesting the equipment and materials needed for simulation practices. There are a total of twenty (20) high-fidelity and low-fidelity simulators. The Program simulation inventory includes: Sim Mam, Sim Man, Sam II and Virtual IV, among others.

Technological Resources

1. Within the Aguadilla Campus the Information Technology and Telecommunications Center (CIT) center provides technological assistance along with other student services such as:
 - a. University email
 - b. Blackboard technical support
 - c. Online tests with proctors

- d. Wireless internet access on Campus and Health Science Department buildings.
 - e. Access to printers, photocopiers and computers in the Health Science Department as well as in CIT facilities.
2. Guidelines for Grade Access through Banner System (my Inter Web-web.inter.edu)
 3. Blackboard Student Manual
 4. Computerized simulators for medicine administration, intravenous therapy administration, etc.
 5. Screen projectors with audio in each of the classrooms.

Extracurricular Activities

The Nursing Program is committed with the integral development of its students within academia and community service. The nursing students actively participate in community service activities, which provide opportunities for professional when they have skill development. Among some of these extracurricular activities in which the Nursing Program participates are: health fairs, annual assembly, conferences, congresses, student association activities.

Information Access Center (CAI) Workshops

The Nursing Program and its faculty members work closely with the Information Access Center (CAI) personnel whom provide students with valuable workshops designed to develop skills necessary as a student and as a future nurses. This initiative was designed by the CAI's personnel based on nursing faculty recommendations. Through these workshops students develop knowledge and skills for course assignments such as appropriate use of search engines,

research articles for evidence based practice, e-portfolios and others that complement learning skills of nursing courses. These workshops are offered by CAI personnel in collaboration with nursing faculty upon request. For more information about this project, please contact Mrs. Lizzie Colón, CAI Director 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 student awards established. These are conferred to students at the end of the programs completion in recognition for their outstanding academic and community achievements. The following awards have been established and are given at the Annual Nursing Program Oath Ceremony:

- a. **Prof. Josefina Torres Award.** This award is granted to an outstanding student upon his or her completion of the Associate Degree Program and that meet the established award requirements.
- b. **Dr. Ángela De Jesús Award.** This award is granted to an outstanding student upon his or her completion of the Baccalaureate Degree Program and that meet the established award requirements.

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. These are channeled through the University Campus Academic Counseling Center whom will evaluate such needs and the appropriate or reasonable accommodations according to Americans with Disabilities ACT (ADA).

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, included in these regulations may result in suspension from the University for a time period greater than one year or the permanent expulsion from the University, among others sanctions (See General Student Regulations).

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 allow accessing, storing or sending of data is prohibited during tests or examinations.

Complaints and Grievances Procedures

If a student considers that their rights have been infringed by a faculty member, or any other member of the university community or they have a claim of an academic nature. Their claim should be channeled as a complaint through the Department Director and/or the Dean of Student Affairs. If a student does not agree with the decision, such student may appeal through the following channels, as appropriate, following this order: Dean of Academic Affairs, Chief Executive Officer of the academic unit (Chancellor), University President.

Veterans Study Benefits

Every educational institution authorized to enroll veterans with education benefits must inform the Veterans Affairs 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

These policies pertain to the appropriate use of nursing student uniforms in clinical practice settings as well as in lecture sessions. The official garment for clinical practice settings is a yellow uniform with the institutional LOGO badge. During lectures or classroom labs nursing students may wear a light green scrub.

Female:

- Light yellow blouse with $\frac{3}{4}$ long sleeves with programs logo embroidered badge placed on left sleeve.

- Light yellow long pants or skirt.
- Closed, white nurse shoes and white socks or stockings.
- White apron to use over the uniform.
- White coat over scrub, whenever used, and upon exiting the area. Which 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, Spanish or English version*).
- Student identification with the photograph and University name worn visibly on the uniform.
- Long hair should be worn up (buns, ponytails, etc.)
- Moderate or simple makeup, with soft tones.
- Cut and clean fingernails. Acrylic or artificial fingernails as well as nail polish are not allowed.
- Natural or light colored undergarments with no printing or design on them.
- The uniform must not be either slim fitting/snug or too loose.
- Analog wrist watch

- Students can wear a white long sleeve T-Shirt underneath to cover any markings such as tattoos as requested by clinical agency. Also all visible piercing should be removed.
- Color dyes, showy haircuts or hairstyles are not allowed.

Male:

- Light yellow sleeved shirt with programs logo embroidered badge placed on left sleeve.
- White long pants.
- Closed, white, nurse shoes and white socks.
- analog wrist watch
- 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.

- 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 be 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 allowed.

Other:

- 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 Insurance 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 allow the exchange of administrative and financial information. Its 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 patient's 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>

Student participation in Program Assessment

Nursing students input related to program quality is an important element in the assessment process. Students in the nursing program have the opportunity

to evaluate faculty performance in the different courses. This process is done each semester using various evaluation tools and surveys which include the evaluation of full time as well as part-time faculty. Student participate in the evaluation of clinical agencies where their clinical practice take place, end of the program evaluation including Associate and Baccalaureate programs. The results or findings are used to make program decisions that will likely improve the quality of the programs. Such decisions may include curriculum, faculty recruitment, clinical placement selections, required text books, teaching strategies, program facilities and others.

Some of the evaluation methods are administered by the Program while others are 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.

Students Rules and Regulations (Revised Sept. 2018)

Student's rights and duties are stated in the Inter American Universities Students Regulation Manual. This manual includes various dispositions with the sole purpose of maintaining a proper and safe learning environment for all students. Students should acknowledge and comply with these rules and regulations which are available through the website as well as through the Students Deans Office.

Electronic access: <https://documentos.inter.edu/#111-reglamentos>

Nursing professional license acquisition in Puerto Rico

Upon fulfilling all requirements for Associate's or Bachelor's degree in Nursing, this is done by applying for graduation at the registrar's office.

Candidate for licensure in Puerto Rico must comply with requirements as stated in Puerto Rico Law #254 approved in December 31, 2015. Among the requirements are filing the provisional license application form for Associate Nurse Licensure or General Nurse Licensure (must have an earned bachelor's degree in nursing). This form must be submitted to the Puerto Rico Nursing Board accompanied by other documentations such as: Negative Criminal Background check, Child Support Certification (ASUME for Puerto Rico), certified check or appropriate payment to Puerto Rico Secretary of the Treasury and others as stated in the application form.

- A provisional license is granted by the Puerto Rico Board of Nursing (PRBON) for one (1) year or upon candidate test approval. The candidate will have four (4) opportunities within the same year for test approval. If candidates fail within the fourth try, the Board will cancel the provisional license until test approval. For re-testing after the fourth try, the PRBON will request that candidates must evidence certification of remedial course or training approved by PRBON. Candidates will be cited for testing after receiving their provisional license and there on until test approval within that same year. If a candidate has been cited for testing and is unable to attend without proper justification, the Puerto Rico Board of Nursing (PRBON) will consider the test as failed. Candidates for license should maintain close communication with PRBON and clarify any doubts related to licensures in Puerto Rico.

Application forms for provisional nursing licensure along with requirements are available for candidates at our Nursing Program. The PRBON address is included below:

JUNTA EXAMINADORA DE ENFERMERÍA DE PUERTO RICO
Puerto Rico Board of Nursing
GM Group Building
Third Floor
San Juan, Puerto Rico
Mailing address:
Ave. Ponce de León, número 1590
PO Box 10200
Santurce, Puerto Rico, 00908
Also available, thru the following telephone numbers:
Tel. (787) 725-8161
(787) 753-4099, 765-2929 Ext. 3461

NOTE:

- License examinations are computerized testing thru Didaxis Computer testing Company. For information and related documents, please access their webpage at: www.didaxispr.com.

Puerto Rico Professional Nursing College Association

Known as Colegio de Profesionales de la Enfermería de Puerto Rico (CPEPR) was created by virtue of Puerto Rico Law Num. 82 of June 1, 1973. This law establishes that all professional nurses in Puerto Rico must be members of this professional organization in order to work as professional nurses in Puerto Rico. Sanctions and penalties are applicable for not complying with this law.

To access information about CPEPR and the documentation required for new members visit: <http://cpepr.org/wp-content/uploads/2018/11/SOLICITUD-DE-NUEVO-INGRESO.pdf> or write to:

Colegio de Profesionales de la Enfermería de Puerto Rico

PO Box 363647

San Juan, Puerto Rico, 00936-3647

Tel. (787) 753-7197

Financial Aid Regulation Statement

In compliance with the United States Department of Education (USDE) regulations regarding undergraduate or graduate students' programs that lead to professional licensure that are eligible for student financial assistance programs authorized by Title IV of Higher Education Act of 1965 as amended; The Inter American University Aguadilla Campus communicates the following STATEMENT:

The Associate in Nursing (ASS) and Bachelors in Nursing Science (BSN) Programs at the Inter American University of Puerto Rico, Aguadilla Campus meets Puerto Rico education requirements for Associate Nurse License and General Nurse License for nursing practice in Puerto Rico as stated in Puerto Rico Law Num. 254 approved December 31, 2015. The Inter American University, Aguadilla Campus has not determined if the Associate in Nursing and Bachelors in Nursing Science Programs at the Aguadilla Campus meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia.